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The Grammar Handbook 2

A handbook for teaching Grammar and Spelling

Sara Wernham and Sue Lloyd



**Jolly
Grammar**

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A handbook for teaching Grammar and Spelling

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The front cover shows two children doing the action for conjunctions.

The page numbers in this book have been kept within the binding, at the base of each page, so that the numbers do not appear on copies of the photocopiable pages.

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Finally we would like to thank Jennifer Chew O.B.E., whose expertise has been invaluable.

Action: The action for a common noun is to touch one's forehead with all the fingers of one hand.

Colour: The colour for nouns is black.

In general children understand the concept of nouns easily, and have no trouble when asked to think of examples. As they find it harder to identify nouns in sentences, this is the main focus in *The Grammar Handbook 2*. In any spare moments, encourage the children to identify the nouns in sentences on the board, or in big books.

Plurals

Most nouns change in the plural, i.e. when they describe more than one. *The Grammar Handbook 1* introduced two regular ways in which the plural can be formed. The first is by adding an <s> to the noun, as in 'dogs', 'cats' and 'girls'. The second applies to those nouns which end with <sh>, <ch>, <s>, <z> or <x>. These words usually form the plural by adding <-es>, as in 'churches', 'wishes', 'kisses', 'buzzes' and 'foxes'.

Both plural endings are revised in *The Grammar Handbook 2*. In addition, the children learn how to form the plural of nouns which end with the letter <y>. There are two possible endings. If the letter immediately before the <y> is a vowel, then the plural is simply made by adding <-s>, as in 'days', 'boys' and 'monkeys'. However, if the letter immediately before the <y> is a consonant, then the plural is formed by replacing the <y> with <i> before adding <-es>, as in 'flies', 'babies' and 'puppies'. The children should already know that 'shy <i>' does not like to be alone at the end of a word, and so is often replaced by 'toughy <y>'. This helps them understand that while we would be unlikely to find 'shy <i>' at the end of a word like 'puppy', 'toughy <y>' is no longer needed to replace it when the word is extended in the plural.

Through later spelling lists, *The Grammar Handbook 2* also introduces some common irregular or 'tricky' plurals, such as 'mice' for 'mouse'. Tricky plurals can be formed by modifying the base word, altering its pronunciation, adding an unusual ending, or a combination of the three. Sometimes the pronunciation of the base word alters even when the spelling does not, so the letter <i> in 'child' makes a long /ie/ sound, whereas in 'children' it makes a short /i/.

Personal Pronouns

Pronouns are the little words used to replace nouns. The children were introduced to the personal pronouns in *The Grammar Handbook 1*. The relative pronouns (e.g. 'who'), possessive pronouns (e.g. 'mine') and reflexive pronouns (e.g. 'myself') can be taught when they are older.

There are eight personal pronouns (see the list below). Although in modern English the second person pronoun 'you' is used for both singular and plural, this is not the case in many foreign languages. In order to make learning such languages easier later on, *Jolly Grammar* introduces children to the distinction between 'you' for the singular and 'you' for the plural.

The Grammar Handbook 2 revises the personal pronouns when introducing the possessive adjectives, which are explained later. The children also practise using the personal pronouns whenever they conjugate verbs, as in 'I swim, you swim, he swims, she swims, it swims, we swim, you swim, they swim'.

Actions:	I	(1st person singular)	– point to self
	you	(2nd person singular)	– point to someone else
	he	(3rd person singular)	– point to a boy
	she	(3rd person singular)	– point to a girl
	it	(3rd person singular)	– point to the floor
	we	(1st person plural)	– point in a circle to include self and others
	you	(2nd person plural)	– point to two other people
	they	(3rd person plural)	– point to the next-door class

Colour: The colour for pronouns is pink.

Verbs

A verb denotes what a person or a thing does, and can describe an action, an event, a state or a change. It is easiest for children to think of verbs as 'doing words' at first. The infinitive form, or name, of a verb is made by putting the word 'to' before the verb root, as in 'to run', 'to hop', 'to sing' and 'to play'.

The children were introduced to verbs in *The Grammar Handbook 1*, and learnt to conjugate regular verbs in the present, past and future. Conjugating means choosing a particular verb, and saying the pronouns in order, with the correct form of the verb after each. Conjugating verbs aloud with the pronoun actions is very good for children. It promotes a

strong understanding of how verbs work, which helps them make sense of their own language, and is invaluable when they come to learn foreign languages later on. Revise the conjugations regularly, using the pronoun actions:

<i>Past</i>	<i>Present</i>	<i>Future</i>
I jumped	I jump	I shall/will jump
you jumped	you jump	you will jump
he jumped	he jumps	he will jump
she jumped	she jumps	she will jump
it jumped	it jumps	it will jump
we jumped	we jump	we shall/will jump
you jumped	you jump	you will jump
they jumped	they jump	they will jump

The children need to remember the following points:

- In the present, the verb changes after he, she and it: with regular verbs, an <s> is added to the root. This is called the third person singular marker.
- The simple past tense of regular verbs is formed by adding the suffix <ed> to the root. If the root ends with an <e>, as in 'bake', this must be removed before the <ed> is added. The <ed> can be pronounced in one of three ways: /t/, as in 'slipped', /d/, as in 'smiled' or /id/, as in 'waited'.
- With simple verbs, when we speak of future time we use the verb root and add the auxiliary 'shall' or 'will'. 'Will' can be used with all the pronouns but 'shall' should only be used with 'I' and 'we', the first person singular and plural.

The Grammar Handbook 2 revises these regular conjugations and introduces some irregularities. The children learn some of the most common irregular or 'tricky' past forms, such as 'sat' for 'to sit' and 'ran' for 'to run'. They also learn to conjugate and identify the irregular verb 'to be' in both the present and past tenses. This is especially useful for those children who are not in the habit of using standard forms in their speech, and who say, for example, 'we was' for 'we were'. Chanting the conjugations regularly will help these children avoid making similar mistakes in their written work. Because it is so irregular, children often find it difficult to identify parts of the verb 'to be' in sentences. It is important to overcome this problem, as 'to be' is used so frequently. When the children learn that every sentence must contain a verb, they need to be able to identify verbs in sentences with confidence. Familiarity with the verb 'to be' will also help the children later, as it is used to form the continuous tenses (see the table overleaf).

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Introduction

The Grammar Handbook 2 is designed to follow *The Phonics Handbook* and *The Grammar Handbook 1*. It is intended to:

- introduce new elements of grammar,
- teach new spelling patterns systematically,
- develop dictionary and thesaurus skills,
- improve vocabulary and comprehension, and
- reinforce the teaching in *The Grammar Handbook 1*.

The teaching is multisensory and active. It places emphasis on consolidating the children's learning and helping them to apply their skills. Each part of speech is taught with its own action and colour. The actions enliven the teaching, and make the learning easier. The colours, which are useful for identifying parts of speech in sentences, match those used by Montessori Schools. *The Grammar Handbooks 1* and *2* provide all the essential teaching ideas, and can be used alone, or with the valuable support of the *Jolly Grammar Big Books 1* and *2*.

Children's achievement

The most dramatic improvements to result from using *Jolly Grammar* will be found in the children's writing. The children will spell and punctuate more accurately, use a wider vocabulary, and have a clearer understanding of how language works.

In their first year at school, *Jolly Phonics* teaches children to write independently, by listening for the sounds in words and choosing letters to represent the sounds. This enables the children to write pages of news and stories. It is a joy to read their work and to see the great pride and confidence they derive from their newly-acquired skill. However, it is important to build on this foundation in the following years. *Jolly Grammar* provides teaching ideas for developing writing skills. The children become more aware that they are writing for a purpose: that their words are intended to be read and understood. They learn that writing is easier to understand if it is grammatically correct, accurately spelt, well punctuated and neatly written – and that if the words used are interesting too, their writing can give real pleasure. Even in the early stages, it is valuable for children to have a simple understanding of this long-term goal.

The format of *The Grammar Handbook 2*

The programme consists primarily of photocopiable activity sheets for two lessons a week. Each lesson is designed to be about one hour in duration, and material is provided for 36 weeks. Teaching ideas are offered alongside each activity sheet.

There are two elements to the programme, namely spelling and grammar. Each week the first lesson is devoted to spelling and the second to grammar. These terms are loosely used and there is some overlapping: punctuation, vocabulary development and dictionary work are among the areas covered in both spelling and grammar lessons. This is deliberate: when mixed together, the two elements complement each other.

The teaching is intended to be envisaged as part of a broader literacy programme. If two days' literacy sessions are devoted to *Jolly Grammar* each week, this leaves three for other areas, such as comprehension, group and individual reading, formal and creative writing, and handwriting practice. The children should be shown how spelling and grammar relate to their other literacy work. For instance, if they have recently covered contractions, and there is an example of one in the text they are studying, the children should be encouraged to look at it and identify which letter(s) the apostrophe is replacing.

The teaching ideas alongside each activity sheet give useful suggestions and reminders. More detailed explanations and advice are provided in the following two chapters: 'Teaching Ideas for Grammar' and 'Teaching Ideas for Spelling'. Relevant material from *The Grammar Handbook 1* has been included for easy reference.

To avoid confusion, *Jolly Grammar* follows the convention of using different symbols to distinguish between letter names and letter sounds. Letter names are indicated by the symbols < >, e.g. 'Ship' begins with the letter <s>. By contrast, letter sounds are indicated by the symbols //, e.g. 'Ship' begins with the /sh/ sound.

Teaching Ideas for Grammar

The benefits of learning grammar are cumulative. In the first instance, a knowledge of grammar will give the children more conscious control over the clarity and quality of their writing. Later it will also help them to understand more complicated texts, learn foreign languages with greater ease, and use Standard English in their speech.

Spoken language is living and varies from region to region. The grammar we first learn, through our speech, varies accordingly. However, sometimes there is a need for uniformity. This uniformity improves communications, and is one of the main ways of uniting people in the English-speaking world. An awareness of this helps children who do not speak Standard English to understand that the way they speak is not wrong, but that it has not been chosen as the standard for the whole country. The children need to learn the standard form of English, as well as appreciating their own dialect.

In the first year of *Jolly Grammar*, *The Grammar Handbook 1* introduced the concepts of sentences, punctuation and parts of speech. The children learnt about proper and common nouns, pronouns, verbs, adjectives and adverbs, and they learnt to use verbs to indicate whether something happened in the past, present or future.

The Grammar Handbook 2 aims both to extend the children's knowledge, and to deepen their understanding. Their knowledge of sentences is refined, and they learn to punctuate with greater variety and precision. They are introduced to new concepts, such as irregular verbs, and to new parts of speech, namely possessive adjectives, conjunctions, prepositions, and comparatives and superlatives.

In addition to this new material, *The Grammar Handbook 2* provides a systematic approach to revision. This enables even the slowest learners to keep up, while ensuring that more able ones master their skills thoroughly and develop good grammatical habits. Every lesson should include some revision. Suggestions are provided in the teacher's notes alongside the activity sheets. However, teachers should feel free to use their own judgement as to which areas their children need to revise.

The term 'grammar' is used broadly with children of this age. Definitions of the parts of speech, and of what constitutes a sentence, have necessarily been simplified to age-appropriate 'working definitions'. As the children grow older, the definitions can be expanded and refined.

Proper Nouns

A noun denotes a person, place or thing. There are four kinds: common nouns (e.g. 'table'), proper nouns (e.g. 'Linda'), abstract nouns (e.g. 'warmth') and collective nouns (e.g. 'the group').

The children were introduced to proper nouns in *The Grammar Handbook 1*. A proper noun starts with a capital letter, and is the particular name given to a:

- person, including that person's surname and title;
- place: e.g. river, mountain, park, street, town, country, continent, planet;
- building: e.g. school, house, library, swimming pool, cinema; and
- date: e.g. day of the week, month, religious holiday.

In *The Grammar Handbook 2*, the children revise proper nouns through focus on learning the names of the months, including their correct spelling and sequence. Use the above list to start a class collection of the types of word that are proper nouns, adding to it whenever examples of new categories arise, such as the names of books, films and pop groups.

Action: The action for a proper noun is to touch one's forehead with the index and middle fingers. This is the same action as that used for 'name' in British Sign Language.

Colour: The colour for nouns is black.

Common Nouns

The children were introduced to common nouns in *The Grammar Handbook 1*. Only concrete nouns are taught in these early stages. Abstract nouns (e.g. 'pleasure') are more difficult for young children to grasp.

Everything we can see has a name by which we can refer to it, such as 'table', 'chair' and 'pencil'. As these names are not specific to any one object, but refer to tables, chairs, etc. in general, they are called common nouns and not proper nouns. At this stage the children find it useful to think of nouns as the names for things they can see and touch. To help the children decide if a word is a noun, they can see whether it makes sense to say the word 'a', 'an' or 'the' before it, e.g. 'the table', 'a chair', 'an elephant'. ('A', 'an' and 'the' are the three articles, which are explained later.)

Since verbs in English are very complicated, *The Grammar Handbooks 1 and 2* introduce only the simple tenses. Later, when the children learn the continuous and perfect modes of the verb, they can be told that the verbs they first learnt were known as the simple tenses. For reference, the table below shows all three modes in past, present and future:

	<i>Past</i>	<i>Present</i>	<i>Future</i>
Simple	looked	look	will look
Continuous	was looking	is looking	will be looking
Perfect	had looked	have looked	will have looked

In preparation for the continuous tenses, *The Grammar Handbook 2* introduces the <ing> suffix. At this stage, it is sufficient that the children learn how to use this suffix correctly. Later they will learn that the <ing> suffix is used to make either (i) the gerund, or noun form of a verb, as in 'I like running,' (ii) the present participle for continuous tenses, as in 'I am running,' or (iii) the present participle used as an adjective, as in 'There was no running water.' Like <ed>, the <ing> suffix may be added in one of several different ways, depending on how the verb root is spelt (see the rules for adding suffixes on page 24).

Technically there is no future tense in English since, unlike the past tense, the future is not formed by modifying the verb root itself. At this stage, however, it is helpful for the children to think of verbs as taking place in the past, present and future. The complexities are better left until they are older.

Actions: The action for **verbs** is to clench fists and move arms backwards and forwards at sides, as if running.



The action for the **present tense** is pointing towards the floor with the palm of the hand.



The action for the **past tense** is pointing backwards over the shoulder with a thumb.



The action for verbs which describe the **future** is pointing to the front.



Colour: The colour for verbs is red.

Use the actions for pronouns and verbs in the past, present and future to play 'Guess what I am saying?' with the class. First choose a

verb, and mime the action for it, e.g. hop for 'to hop'. Then do the action for a pronoun, e.g. point to the next-door class for 'they'. Next indicate when the action took place, e.g. point backwards over the shoulder with a thumb for the past. After watching the mime and actions the children should be able to respond, 'They hopped'.

Adjectives

An adjective is a word that describes a noun or pronoun. It can be used either directly before the noun or pronoun, as in 'the big dog', or elsewhere in the sentence, as in 'The dog was big'.

The children were introduced to adjectives in *The Grammar Handbook 1*, and learnt how to use them before a noun. *The Grammar Handbook 2* provides revision of adjectives and of identifying them, whether they are placed before the noun or elsewhere in the sentence. The children are encouraged to use adjectives imaginatively in their writing.

Action: The action for an adjective is to touch the side of the temple with a fist.

Colour: The colour for adjectives is blue.

Possessive Adjectives

The Grammar Handbook 2 extends the children's understanding of adjectives to include the eight possessive adjectives, which are 'my', 'your', 'his', 'her', 'its', 'our', 'your' and 'their'. These correspond to the eight personal pronouns, 'I', 'you', 'he', 'she', 'it', 'we', 'you' and 'they'. A possessive adjective replaces one noun and describes another, by saying whose it is. For example, in the sentence 'Lucy fed her cat', the possessive adjective 'her' is used in place of 'Lucy's' and describes 'cat', by saying whose cat it is. (Because the possessive adjectives also function as pronouns, they are sometimes known as the weak set of possessive pronouns. However, to avoid confusion with the strong set of possessive pronouns, 'mine', 'yours', 'his', 'hers', 'its', 'ours', 'yours' and 'theirs', *Jolly Grammar* does not use this terminology.)

Action: The action for an adjective is to touch the side of the temple with a fist.

Colour: The colour for adjectives is blue.

Comparatives and Superlatives

The adjectives the children learnt to use in *The Grammar Handbook 1* are called positives. A positive is an adjective which describes a noun or pronoun without comparing it to anything else, as in 'The girl is young'. *The Grammar Handbook 2* introduces adjectives which describe a noun or pronoun by comparing it with one or more other items. These are called comparatives and superlatives. A comparative is used for comparing a noun with one other item, as in 'The boy is younger than the girl', and a superlative for comparing it with two items or more, as in 'He is the youngest of the four children'.

Short adjectives usually form their comparatives and superlatives with the suffixes <-er> and <-est>, whereas longer ones often use the words 'more' and 'most', so we say 'harder' and 'hardest', but 'more difficult' and 'most difficult'. The focus in *The Grammar Handbook 2* is on adding the <-er> and <-est> suffixes correctly (see the rules for adding suffixes on page 24). With the children, practise saying an adjective followed by its comparative and superlative, e.g. 'clean, cleaner, cleanest'. Ask the children which spelling they would use in each case.

Action: The action for an adjective is to touch the side of the temple with a fist.

Colour: The colour for adjectives is blue.

Adverbs

An adverb is similar to an adjective, but describes a verb rather than a noun. Usually adverbs describe how, where, when or how often something happens. They can also be used to modify adjectives or other adverbs, but the children do not need to know this at this stage.

The children were introduced to adverbs in *The Grammar Handbook 1*. At first it helped them to think of an adverb as often ending with the suffix <-ly>. *The Grammar Handbook 2* revises adverbs, and encourages the children to identify less obvious ones by looking for the verb and thinking which word is describing it. For example, in the sentence 'We arrived late last night', the adverb 'late' tells us something about the past tense verb 'arrived'. Point out examples in texts whenever possible, to help the children develop this understanding.

Action: The action for an adverb is to bang one fist on top of the other.

Colour: The colour for adverbs is orange.

Prepositions

A preposition is a word that relates one noun or pronoun to another. (Later, when they learn about subject and object, the children will learn that a preposition relates the subject to the object.) In the sentence 'He climbed over the gate', for example, the preposition 'over' relates 'he' to 'gate'. 'Pre' means 'before', 'position' means 'place' and together, 'preposition' means 'placed before', because it is placed before a noun or pronoun (in this case 'gate'). A preposition is also placed before any describing words which may already come before the noun or pronoun, such as adjectives, possessive adjectives or the articles 'a', 'an' or 'the', as in 'under the bridge', 'in my purse', 'after a long pause' and 'by her favourite author'.

Prepositions often describe where something is or where it is moving towards, and this is how they are first presented to the children in *The Grammar Handbook 2*. Practice prepositions by calling out examples and asking for nouns to go with them. For 'in', for example, the children might suggest 'the box' or 'the classroom', and for 'under' they might suggest 'the mat' or 'the table'. Many common prepositions are short words like 'at', 'by', 'for', 'of', 'in', 'on', 'to' and 'up'. Other common examples are 'above', 'after', 'around', 'behind', 'beside', 'between', 'down', 'from', 'into', 'past', 'through', 'towards', 'under' and 'with'. However, many of these words can also function as adverbs if they do not come before a noun or pronoun. For example, in the sentence 'I fell down', 'down' is an adverb describing 'fell', whereas in 'I fell down the stairs', it is a preposition relating 'I' to 'stairs'.

- Action: The action for prepositions is to point from one noun to another.
- Colour: The colour for prepositions is green.

Conjunctions

A conjunction is a word used to join parts of a sentence which usually, but not always, contain their own verbs. *The Grammar Handbook 2* introduces conjunctions through focus on six of the most useful ones: 'and', 'but', 'because', 'or', 'so', and 'while'. Other common conjunctions are 'although', 'if', 'now', 'once', 'since', 'unless', 'until', 'when' and 'whether'. Conjunctions allow the children to write longer, less repetitive sentences. Instead of writing, for example, 'I eat fish. I eat chips. I like the taste', the children could use the conjunctions 'and' and

'because' to write, 'I eat fish and chips because I like the taste'. Whereas the shorter sentences were stilted and repetitive, the new one is flowing and concise. The ability to vary the length of their sentences will greatly improve the quality of the children's writing. Display a list of common conjunctions in the classroom to encourage the children to use others besides 'and'.

Action: The action for conjunctions is to hold the hands apart with palms facing up. Move both hands so one is on top of the other.

Colour: The colour for conjunctions is purple.

a/an/the

The words 'a', 'an' and 'the' are known as articles. 'A' and 'an' are used before singular nouns and are called the indefinite articles, as in 'a man' and 'an egg'. 'The' is used before singular and plural nouns and is called the definite article, as in 'the dog' and 'the boys'. The articles are a special sort of adjective.

The Grammar Handbook 1 taught the children when to use 'an' instead of 'a'. As a simple rule of thumb, they learnt to look at the word after the article. If it starts with a vowel sound, the article is 'an', as in 'an ant', 'an eagle', 'an igloo', 'an octopus', 'an umpire'. Note that it is the first sound that is important, not the first letter, so if, for example, a word starts with a silent consonant and the first sound is actually a vowel, the article is 'an', as in 'an hour'.

Sentences

The full definition of a sentence is complicated and more than children can cope with at this stage. In *The Grammar Handbook 1*, they learnt that a sentence must start with a capital letter, end with a full stop, and make sense. In *The Grammar Handbook 2*, this definition is refined when the children learn that a sentence must contain a verb. Later they will learn that it must contain a subject too. A sentence can end with a question or exclamation mark instead of a full stop, and the children are encouraged to think about the meaning of each sentence to decide which punctuation mark to use.

Punctuation

The Grammar Handbook 2 emphasises the importance of punctuation. The teaching aims to help the children understand that their writing will be easier to read if it is accurately punctuated. The children revise full stops, question marks and speech marks, and are introduced to exclamation marks, commas and apostrophes.

Exclamation Marks

An exclamation mark (!) is used at the end of a sentence instead of a full stop, to show that the speaker or writer feels strongly about something. To exclaim is to cry out suddenly, especially in anger, surprise or pain.

Commas

Sometimes in the middle of a sentence, where it would be wrong to use a full stop, it is necessary to indicate a short pause. This helps the reader separate one idea from another. For this sort of pause we use a comma (.). The children will be used to being told to pause when they see a comma in their reading. However, learning when to use commas in writing is more difficult. *The Grammar Handbook 2* introduces two of the most straightforward ways commas are used.

- We use commas to separate items in a list of more than two items, such as 'red, white and blue', or 'Grandma, Grandpa, Aunt and Uncle'. Note that before the last item in a list a comma is not used, but is replaced by the word 'and'.
- We also use commas in sentences which include direct speech, to indicate a pause between the words spoken and the rest of the sentence. If the speech comes before the rest of the sentence, the comma belongs after the last word spoken but inside the speech marks, e.g. "I am hungry," complained Matt. (If the words spoken are a question or an exclamation, then a question or exclamation mark is used instead of a comma, in the same position.) If the speech comes after the rest of the sentence, the comma belongs after the last word that is not spoken but before the speech marks, e.g. 'Matt complained, "I am hungry."'

Apostrophes

The Grammar Handbook 2 introduces both of the main ways that apostrophes (') are used. There are clear rules for using apostrophes, and it is important to teach them early, before any children develop bad habits in their writing. Apostrophes are very often incorrectly used.

- An apostrophe with the letter <s> is used after a noun to indicate possession, as in 'Ben's new toy' or 'the girl's father'. The apostrophe is needed to show that the <s> is not being used to make a plural. Understanding this will help the children use apostrophe <s> correctly. Encourage them to think about the meaning of what they write, and whether each <s> is being used to make a plural or the possessive case.

Later they will learn how to use apostrophe <s> with plurals that already end with <s> (e.g. 'the boys' room') and with names that end with <es> (e.g. 'James' cat').

Although the possessive adjectives (my, your, his, etc.) indicate possession, there is no risk of confusion with the plural, so they do not need an apostrophe. Help the children avoid the common mistake of writing the possessive adjective 'its' as 'it's'.

- An apostrophe is also used to show that a letter or letters are missing. Sometimes we shorten a pair of words by joining them together and leaving out some of their letters. We use an apostrophe to show where the missing letter or letters used to be. This is called a contraction. There are many common contractions, such as 'I'm' for 'I am', 'didn't' for 'did not' and 'you'll' for 'you will'. Encourage the children to listen to each contraction and identify which sound or sounds are missing. This will help them leave out the appropriate letters and put the apostrophe in the right place, thereby avoiding some common mistakes. In 'haven't', for example, the /o/ of 'not' is missing, so the apostrophe goes between <n> and <t>, to show where <o> used to be. It does not go between <e> and <n>, to make 'have'nt'.

When 'it is' is contracted to 'it's', as in 'It's late', an apostrophe is needed to show that the second <i> is missing. The children need to think about the meaning of what they are writing, to avoid confusion with the possessive adjective 'its'. When it is short for 'it is', 'it's' always needs an apostrophe.

It is important that the children learn how to spell and punctuate contractions correctly. However, they should only use contractions when writing direct speech or informal notes. Contractions are not traditionally used in formal writing.

Parsing: identifying parts of speech in sentences

Parsing is identifying the function of words in sentences. Each word must be looked at in context to decide which part of speech it is. This skill is worth promoting, as it reinforces the grammar teaching and helps the children develop an analytical understanding of how our language works. Many words can function as more than one part of speech, e.g. 'light' can be the noun 'a light', the verb 'to light', or the adjective in 'a light colour'. It is only by analysing a word's use within a sentence that its function can be identified.

Begin by writing extremely simple sentences on the board, e.g. 'I pat the dog', which can be parsed as: pronoun, verb, (article), noun. Ask the children to identify the parts of speech they know. They enjoy taking turns to underline the parts of speech in the appropriate colours.

Gradually, when most of the children have mastered this, move on to more complicated sentences which use more parts of speech, e.g. 'She cheerfully wrote a long letter to her friend'. This can be parsed as: pronoun, adverb, verb (the infinitive of which is 'to write'), (article), adjective, noun, preposition, possessive adjective, noun. Remind the children that every sentence must contain at least one verb. They should begin parsing a sentence by identifying its verb or verbs, and should supply each verb in the infinitive form. If there is time, the children should then identify as many of the other parts of speech as possible, underlining them in the appropriate colours. Regular practice in odd moments will help the children become quick and competent at parsing.

Alphabetical order, dictionary and thesaurus work

Many reference materials, including dictionaries, thesauruses, encyclopedias, indexes and directories, organise their material alphabetically. The more familiar the children are with the order of the alphabet, the better they will become at using these resources independently.

In *The Grammar Handbook 1*, the children were introduced to the order of the alphabet and to using the dictionary. To help them find words, the children imagined dividing the dictionary into four approximately-equal parts, which would divide the letters into the following groups:

1. Aa Bb Cc Dd Ee
2. Ff Gg Hh Ii Jj Kk Ll Mm
3. Nn Oo Pp Qq Rr Ss
4. Tt Uu Vv Ww Xx Yy Zz

Knowing these groups saves the children time when using the dictionary. Before looking up a word, they decide which group its initial letter falls into, and then narrow their search to that section of the dictionary. For the word 'pony', for example, the first letter is 'p' which is in the third group, so the children would turn to the third quarter of the dictionary.

The Grammar Handbook 2 improves the children's alphabet skills, by teaching them to look beyond the initial letter of each word. They practise putting into alphabetical order words which share the first two letters, e.g. 'sheep' and 'shoe', and then words which share the first three letters, e.g. 'penny', 'pencil' and 'penguin'.

Most children can become quite proficient at using a dictionary designed for schools. When they finish a piece of writing they should proofread it, identify any words that look incorrectly spelt, and look them up in the dictionary. The children are also encouraged to use the dictionary to look up meanings. Practice is provided through focus on homophones, which are words which sound similar to one another but which have different spellings and meanings, e.g. 'hear' and 'here'. *The Grammar Handbook 2* also introduces thesauruses, which are books that list words with similar meanings to one another. The children practise finding alternatives to commonly-overused words, e.g. 'nice'.

It is helpful to give each child a Word Book, for keeping a note of the weekly spellings and any additional topic or tricky words which arise. The Word Books can then be used to help the children in their independent writing. The following extension ideas are also useful for improving alphabet and dictionary skills in any spare moments, or for children who finish their work ahead of time:

- The children take the words on one page of their Word Book and re-write them in alphabetical order.
- Write up groups of words. For each group, choose a word which uses a sound with alternative spellings, e.g. 'disturb' uses the /er/ sound. Write up several versions of this word, only one of which is correctly spelt, e.g. 'disterb', 'distirb' and 'disturb'. The children use the dictionary to check which spelling is correct.
- In pairs, the children race one another to find a given word in the dictionary.

Teaching Ideas for Spelling

Most children need to be taught to spell correctly. In *Jolly Grammar*, spelling is the main focus for one lesson each week. The aim of the spelling work in *The Grammar Handbook 2* is to introduce groups of words which use new spelling patterns, and to revise the alternative spellings of vowel sounds.

The children first learnt to spell by listening for the sounds in words and writing the letters to represent those sounds, and by systematically learning key irregular, or 'tricky' words by heart. After one year of *Jolly Phonics* and one year of *Jolly Grammar*, most children have a reading age of at least seven years, and are starting to spell with far greater accuracy. As research has shown, children with a reading age of seven years or more are able to use analogy in their reasoning. This is a useful strategy for spelling. Children who want to write 'should', for example, might notice that it sounds like a word they already know, such as 'would'. They could then use the spelling of 'would' to write 'should', by replacing the /w/ sound with /sh/. If the children are unsure of a spelling, they may be able to find it by writing the word in several ways, e.g. 'should' and 'shood', and then trying to choose the correct version. If they have already encountered the word several times in their reading, they will probably be able to choose the right spelling. By introducing groups of words which use each of the new spelling patterns, *The Grammar Handbook 2* encourages the children to think analogically.

Focus on revising the alternative spellings of vowel sounds helps the children consolidate their learning. Now they are ready to learn, not only the main ways of spelling the vowel sounds, but which words take which spelling.

The Grammar Handbook 2 introduces the following spelling features:

- vowel digraphs,
- alternative spellings of vowel sounds,
- new spelling patterns,
- silent letters,
- syllables,
- identifying the short vowels,
- spelling rules, and
- tricky word families.

These eight features are outlined in greater detail in the pages following.

Vowel digraphs

The vowel digraphs were introduced in *The Grammar Handbook 1*. The focus in *The Grammar Handbook 2* is on consolidating this learning. 'Vowel digraph' is the term for two letters which make a single vowel sound, one or both of the letters being a vowel. Often the two letters are next to each other, e.g. ⟨ay⟩, ⟨ea⟩, ⟨ou⟩, ⟨oi⟩, ⟨ew⟩. Two vowel letters are usually needed to make a so-called 'long vowel' sound, i.e. one of the vowel letter names: /ai/, /ee/, /ie/, /oa/ or /ue/. Generally the sound they make is that of the first vowel's name. Hence the well-known rule of thumb, 'When two vowels go walking, the first does the talking'.

Sometimes the long vowel sound is made by two vowels separated by one or more consonants. In one-syllable words, the second vowel is usually an ⟨e⟩, known as a 'magic ⟨e⟩' because it modifies the sound of the first. Digraphs with a magic ⟨e⟩ can be thought of as 'hop-over ⟨e⟩' digraphs: ⟨a_e⟩, ⟨e_e⟩, ⟨i_e⟩, ⟨o_e⟩ and ⟨u_e⟩. Once again, the sound they make is that of the first vowel's name; the 'magic ⟨e⟩' is silent. Children like to show with a hand how magic from the ⟨e⟩ hops over the preceding consonant and changes the short vowel sound to a long one.



This is an alternative way of making the long vowel sounds, as in such words as 'bake', 'these', 'fine', 'hope' and 'cube'. The children need to be shown many examples, which are available in the *Jolly Phonics Word Book*. It helps the children understand if a piece of paper is held over the ⟨e⟩, and the word is read without it. For example, 'pipe' becomes 'pip', 'hate' becomes 'hat', 'hope' becomes 'hop' and 'late' becomes 'lat'. It does not matter if, as in this last example, the children find themselves producing nonsense words; the exercise will still help them to understand the spelling rule. When looking at texts on the board or in big books, it is helpful for the children to look for and identify words

with a 'magic <e>'.
 As there are only a few words with the 'e' hop-over 'e' spelling, e.g. 'these', 'scheme', 'complete', and as they are rather rare and usually found in complicated words, this spelling was not taught as one of the main alternatives for the long vowel sounds. However, it should be introduced to the class.

Alternative spellings of vowel sounds

Children who have learnt to read with *Jolly Phonics* are used to spelling new words by listening for the sounds and writing letters to represent those sounds. This enables them to spell accurately the many regular words that do not use vowel sounds with more than one spelling, e.g. 'hot', 'plan', 'brush', 'drench' and 'stinging'. However, words like 'train', 'play' and 'make' present a problem. All three words feature the same /ai/ sound, but in each case it is spelt differently. The list below shows the first spelling taught for each letter sound and the main alternatives introduced:

<i>First spelling taught for sound:</i>	<i>Alternative spellings of sound:</i>	<i>Examples of all spellings in words:</i>
ai	ay, a_e	rain, day, came
ee	ea	street, dream
ie	igh, y, i_e	pie, light, by, time
oa	ow, o_e	boat, snow, home
ue	ew, u_e	due, few, cube
er	ir, ur	her, first, turn
oi	oy	boil, toy
ou	ow	out, cow
or	au, aw, al	corn, haunt, saw, talk

The alternative spellings of vowel sounds were taught in *The Grammar Handbook 1*, and should be familiar to the children. Now it is important to consolidate this teaching. The spellings should be regularly revised, both with flash cards, and by asking the children to list the alternative spellings for a particular sound. The children should be able to do so automatically, and be able to apply their knowledge when writing unfamiliar words. For a word like 'frame', for example, they should be able to write 'fraim, fraym, frame' on a scrap of paper, and then try to decide which version looks correct.

New spelling patterns

The Grammar Handbook 2 introduces the new letter sound /air/, and the three main ways it can be spelt, which are <air>, <are> and <ear>, as in 'hair', 'care' and 'bear'. This sound was not included in *The Phonics Handbook* or *The Grammar Handbook 1*, as it is relatively unusual.

The children also learn many new, less usual spellings of familiar sounds. The list below shows the first spelling taught for each letter sound(s) and the new spelling introduced:

<i>First spelling taught for sound(s):</i>	<i>New spelling of sound(s):</i>	<i>Examples of new spelling in words:</i>
ai	ei, eigh	veil, eight, sleigh
cher*	ture	capture, nature, picture
e	ea	breakfast, deaf, ready
ee	ey	chimney, key, valley
ee	ie	field, piece, thief
ee	y	any, daddy, fairy
f	ph	graph, orphan, photo
j	'soft' g	gem, giant, gymnast
k	ch	chemist, chord, echo
k	ck	block, cricket, duck
or	ore	more, snore, wore
s	'soft' c	cell, city, cycle
shun*	sion	mission, tension, vision
shun*	tion	fiction, lotion, station
u	o	front, love, month
u	ou	couple, touch, young
ool*	le	handle, little, nibble
w	wh	whale, whistle, why
wo	wa	swan, was, watch

The children need to memorise which words use each of these new spelling patterns. It is helpful to make up silly sentences for each spelling, using as many of the words as possible. For the <ie> spelling of the /ee/ sound, for example, the children could chant 'I believe my niece was the chief thief who came to grief over the piece of shield she hid in the field.' This would help them remember to write the words 'believe', 'niece', 'chief', 'thief', 'grief', 'piece', 'shield' and 'field' with the <ie> spelling.

* As the relevant teacher's lesson notes explain, this is only an approximation of the sound made by the new spelling.

Silent letters

A number of English words contain letters which are not pronounced at all, known as 'silent letters'. Some silent letters, such as the <k> in 'knee', show us how the word used to be pronounced. Others, such as the <h> in 'rhyme', reflect the word's foreign origins. *The Grammar Handbook 2* introduces the following silent letters:

silent , as in 'lamb',
 silent <c>, as in 'scissors',
 silent <h>, as in 'rhubarb',
 silent <k>, as in 'knife' and
 silent <w>, as in 'wrong'.

Practising with the 'Say it as it sounds' method helps children remember these spellings. For the word 'lamb', for example, say the word to the class, pronouncing it correctly as /lam/. The children respond by saying /lamb/, emphasising the /b/ which would normally be silent.

Syllables

An understanding of syllables will help improve the children's spelling. Some spelling rules depend on the children's ability to identify the number of syllables in a given word. Later, when they learn about where the stress is placed in words, their understanding of syllables will be even more important. Although the rules of English often let us down, they are worth acquiring. The more the children know, the more skillful they become, and the better equipped they are to deal with irregularities.

'Chin bumps' is a fun, multisensory way of teaching syllables. The children each use one hand, which should be flattened as if to pat something. They each touch their chin by placing this hand underneath it. Then they slowly say a word, and count the number of times they feel their chin go down. For 'cat', for example, they feel one bump, which means it has one syllable; 'table' has two bumps, so two syllables; 'any' has two bumps and two syllables; 'screeched' has one bump and one syllable; 'idea' has three bumps and three syllables.

Identifying the short vowels

One of the most reliable spelling rules in English is that of consonant doubling. Consonant doubling is governed by the short vowels, so the children need to be able to identify short vowel sounds confidently. For an entertaining way of helping them listen for short vowels, a puppet such as the Inky Mouse puppet and a box can be used.

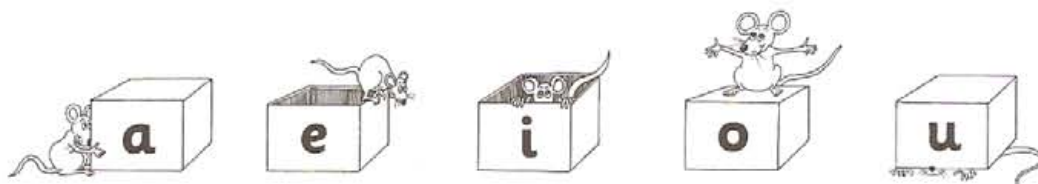
For /a/, put the puppet at the side of the box.

For /e/, make the puppet wobble on the edge of the box.

For /i/, put the puppet in the box.

For /o/, put the puppet on the box.

For /u/, put the puppet under the box.



Then the children pretend that their fist is the box and their other hand is the puppet.



Start by calling out short vowel sounds. For each one, the children do the appropriate action with their hands. Then call out short words which have a short vowel, e.g. 'pot', 'hat', 'bun', 'dig', 'red'. The children should listen for the vowel sound in each word, and do the action. When most of the children have mastered this, progress to calling out short words with a variety of vowel sounds. For those which do not have a short vowel sound, the children must keep their hands still.

Activities like these help to keep the children 'tuned in' to identifying the sounds in words, as well as preparing them for the consonant doubling rules.

Spelling rules

Being able to identify syllables and short vowels will help the children apply the following rules for consonant doubling and adding suffixes.

Rules for consonant doubling:

- a. In a one-syllable word with a short vowel sound, if the last consonant is <f>, <ð>, <s> or <z>, this is doubled: e.g. 'cliff', 'bell', 'miss', 'buzz'. (The exceptions include the tricky two-letter words: 'as', 'if', 'is', 'of' and 'us'.)
- b. In a one-syllable word with a short vowel sound, if the last consonant sound is /k/, this is spelt as <ck>: e.g. 'back', 'neck', 'lick', 'clock', 'duck'.
- c. If there is only one consonant after a short, stressed vowel sound, this consonant is doubled before any suffix starting with a vowel, such as <-ed>, <-er>, <-est>, <-ing>, or <-y>, as in 'hopped', 'wetter', 'biggest', 'clapping' and 'funny'. Note that when <y> is a suffix, it counts as a vowel because it has a vowel sound. (This rule does not apply if the consonant is <x>, which is never doubled, even in words like 'faxed', 'boxing' and 'mixer'.)

It helps the children to think of the two consonants as forming a wall. If there were only one consonant, the wall would not be thick enough to prevent 'magic' hopping over from the vowel in the suffix and changing the short vowel sound to a long one. With two consonants the wall becomes so thick that the 'magic' cannot get over. (See adding suffixes, rule 'c'.)



- d. When a word ends with the letters <de> and the preceding syllable contains a short, stressed vowel sound, there must be two consonants between the short vowel and the <de>. This means that the consonant before the <de> is doubled in words like 'paddle', 'kettle', 'nibble', 'topple' and 'snuggle'. No doubling is necessary in words like 'handle', 'twinkle' and 'jungle' because they already have two consonants between the short vowel and the <de>.

Rules for adding suffixes:

- a. If the base word ends with a consonant which is not immediately after a short vowel sound, simply add the suffix. So 'look' + <-ing> = 'looking' and 'quick' + <-est> = 'quickest'.
- b. If the base word ends with the letter <e> and the suffix starts with a vowel, remove the <e> before adding the suffix. So 'brave' + <-er> = 'braver' and 'like' + <-ing> = 'liking', whereas 'like' + <-ness> = 'likeness'.
- c. If the base word ends with a consonant immediately after a short, stressed vowel sound and the suffix starts with a vowel, double the final consonant before adding the suffix. So 'run' + <-ing> = 'running' and 'sad' + <-er> = 'sadder', whereas 'sad' + <-ness> = 'sadness'. Remind the children that this is because two consonants are needed to make a wall, to prevent magic from the vowel in the suffix jumping over to change the short vowel sound. (See consonant doubling, rule 'c'.)
- d. If the base word ends with the letter <y> immediately after a consonant, replace the <y> with <i> before adding the suffix. So 'dirty' + <-est> = 'dirtiest', 'beauty' + <-ful> = 'beautiful' and 'hurry' + <-ed> = 'hurried'. However, if the suffix starts with the letter <i>, the rule does not apply, so 'worry' + <-ing> = 'worrying'.

The letter <y> is unique in being able to function as either a vowel or a consonant. As a vowel, <y> replaces <i>. With *Jolly Phonics*, the children learnt that 'shy <i>' does not like to go at the end of a word, so 'toughy <y>' takes its place. As the last syllable of multi-syllabic words, the sound <y> makes is somewhere between the short /i/ in 'tin' and the long /ee/ in 'bee'. (This is also true of the rare instances when <i> is found as the last syllable of a multi-syllabic word, such as 'taxi'.) Despite this confusing pronunciation, it is important for the children to think of <y> as replacing 'shy <i>'. This will help them remember that the <i> returns when such words are extended.

Tricky word families

Each week, *The Grammar Handbook 2* introduces two words from a 'word family'. The 'word families' are groups of useful words, many of which are 'tricky' words, with irregular spellings that need to be learnt. The first group consists of family words, e.g. 'cousin'. The others are month names, number words, measuring words and tricky plurals. For completeness, a few regular words are included, e.g. 'March' and 'fifteen'. Although these present fewer problems, they are still important and need to be learnt.

Photocopy Section 1

Grammar and Spelling Lesson Sheets

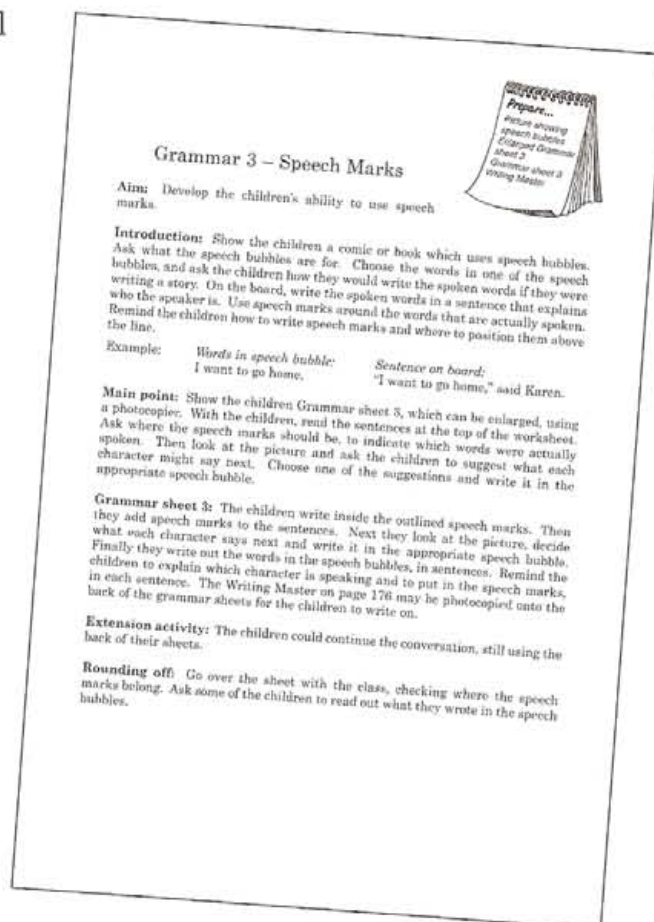
For each lesson there is a photocopiable activity sheet for the children to complete, accompanied by a page of teacher's lesson notes. The recommendations in the notes are intended to be followed systematically. However, if a suggestion seems inappropriate to a particular class situation, it can of course be adapted to suit.

All the lesson notes feature a notepad in the top right-hand corner. This shows a brief checklist of what to prepare for teaching, and is intended for easy reference once the teaching notes have been read. (Items which are useful, but not essential, are shown in brackets.)

The **grammar notes** all follow the same format:

- a. Aim
- b. Introduction
- c. Main point
- d. Grammar sheet
- e. Extension activity
- f. Rounding off

Each grammar lesson has its own particular focus, and the teacher's notes vary accordingly. However, the standard format helps to give the lessons a recognisable shape.



The **spelling notes** also follow a standard format:

- Revision
- Main point
- Spelling sheet
- Dictation
- Spelling list

Two boxes at the bottom of each page show the words and sentences for dictation, and the weekly spelling list.

Many teaching points are common to all the spelling lessons, so these are explained in further detail below.

**Spelling 1 – silent **

Revision: *Revise some of the 42 basic sounds covered in The Phonics Handbook and The Grammar Handbook 1, by showing flash cards of the letter sounds. For each flash card, the children say the sound. Go through the sounds with alternative spellings.*

Main point: *Revise 'magic <e>' words, e.g. 'gate', 'bike', 'mole' and 'cube'. Remind the children that the <e> is silent but that it sends magic over the consonant before it, which changes the vowel sound. Explain that there are other letters which can be silent in words, but which do not change any of the sounds. Introduce 'silent ' by writing 'lamb' on the board. Ask the children which of its letters is silent. Write some more 'silent ' words on the board. As a class, read each word, remembering that the is silent. Then read them again, this time pronouncing every sound, so 'thumb' would be /thumb/, for example. This helps the children remember the spelling. With the children, make a list of 'silent ' words. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The plumber's limb is numb from climbing.'*

Spelling sheet 1: *As a class, read the spelling list and the sentences, without filling in the gaps. Revise the alphabet. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.*

Dictation: *Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.*

Spelling list: *Read the spelling words with the children. Go over the family words 'mother' and 'father'. For both words the children could use the 'Say it as it sounds' method, pronouncing 'mother' to rhyme with 'bother' and 'father' to rhyme with 'gather'.*

Dictation

1. dumb
2. numb
3. comb
4. climb
5. crumb
6. limb

1. The plumber went to fit the taps.
2. Some crumbs fell on the carpet.
3. They climb up the steep hill.

Spelling List 1

1. shin
2. bench
3. lamb
4. comb
5. thumb
6. crumb
7. plumber
8. climbing
9. mother
10. father

a. Revision

Each lesson should start with a short burst of revision. In the early lessons, concentrate on the 42 main letter sounds and the alternative spellings of vowel sounds, using flash cards. Over the course of the year, other areas can be added, such as words and sentences featuring new spelling patterns, and chanting the letter names of tricky words.

b. Main Point

Most of the spelling lessons introduce a new spelling pattern, e.g. <ph>. Each of the remaining lessons features one of the vowel sounds with alternative spellings, e.g. /ai/. Where before the children practised the alternative spellings one at a time, now they practise them together and must memorise which words take which one.

c. Spelling sheet

The focus of each spelling sheet reflects the main teaching point, whether it is a new spelling pattern or a vowel sound with alternative spellings. The exercises also provide practice with the week's spelling words, reading, and revision of the previous week's grammar.

d. Dictation

As a weekly exercise, dictation is useful in a number of ways. It gives the children regular practice in listening for sounds in the words they write, and is a good way of monitoring their progress. It helps the children develop in their independent writing, and encourages the slower writers to increase their speed.

Each dictation list consists of six words and three simple sentences. These all revise the spelling introduced that week, and in previous spelling lessons. For example, if the focus for a particular week is the 'soft <g>' spelling, then the six dictation words usually feature it.

Begin by calling out the first word for the children to write down. Then ask one of them to sound it out. As the child calls out the sounds, write the letters for them on the board. On reaching the spelling of the week, the child should say the sound, e.g. /j/, and then name the letter(s) used to spell it, in this case <g>. The other children check whether they have written the word correctly and, if so, give themselves a tick. If there is time after the sentences have been dictated, check that the regular words in the sentences have been sounded out properly and the tricky words spelt correctly. Where appropriate, have the children say the names of the letters in the tricky words.

When the majority of children have finished a word or sentence, go on to the next. The few children who have not finished should leave the item incomplete, and move on. This encourages them to get up to speed. For extra practice, these children could be given words for dictation homework.

Without regular practice, some children lose the ability to hear the sounds in words. These tend to be the children who were slowest to acquire phonemic awareness in the first place. It is easy to identify problems by looking at the children's independent writing. For example, if a child writes the word 'brown' as 'bowrn', this usually indicates that the child needs to be taught to listen more carefully when writing. Regular listening practice is particularly important for such children.

There are a number of activities introduced in *The Phonics Handbook*, which can be used to improve phonemic awareness with a class, group or individual, such as:

- holding up one finger for each sound in a word, e.g. five fingers for 'thirsty',
- orally 'chopping' sounds off a word, one by one, e.g. 'clap, lap, ap, p',
- splitting a word into onset and rime, e.g. 'scr-eam',
- splitting a word into syllables, e.g. 'ho-li-day', and
- making new words by changing one sound at a time, e.g. 'fun, fin, thin, thick, sick, sing, song, wrong'.

e. Spelling list

Each week the children are given ten spellings to learn for a test. It makes sense to give the spelling homework at the beginning of the week, and to test at the end of the week or on the following Monday.

The words have been carefully selected to enable every child to have some success, with the majority achieving full marks.

Words 1 and 2 in each spelling list are regular and usually feature a consonant blend, e.g. 'crab' and 'lend'. All the children should be able to spell these correctly by listening for the sounds. Words 3, 4, 5, 6, 7 and 8 feature the spelling of the week. Number 8 is often a longer word. The children need encouragement in tackling long words to build their confidence. Words 9 and 10 are from the 'word families' introduced. Many of these are tricky words, with irregular spellings that need to be learnt.

It is important to go over the words on the list during the spelling lesson, looking carefully to see which words are regular and which are not. For words identified as irregular, the teacher's notes suggest suitable learning strategies. Usually one of the three techniques already familiar from *Jolly Phonics* and *The Grammar Handbook 1* will be suitable; these are: 'Look, Copy, Cover, Write, Check', 'Say it as it sounds', and Mnemonics. It is not enough simply to send home a list of

Spelling List 1

1. shin
2. bench
3. lamb
4. comb
5. thumb
6. crumbs
7. plumber
8. climbing
9. **mother**
10. **father**

words for the children to learn. At odd moments during the week ask the class, or individual children, to spell or sound out words from the list, or to test each other in pairs.

Each child takes the spellings home in a small vocabulary-size exercise book. In Photocopy Section 3 the spelling words are set out in the groups of ten, ready for photocopying. At the beginning of each week, stick the right section into each child's Spelling Homework Book, or ask the children to write out the spellings themselves. If the children do the writing, check that they have copied the words clearly and accurately before the books go home.

Test and mark the spellings each week. The results should be written in the Spelling Homework Book for the parents to see, shown either as a mark out of ten, or with a coded system if preferred. A coloured star system might be used, for example, with a gold star for 10/10, a silver star for 9/10 and a coloured star for 8/10. A letter of encouragement to parents is provided on page 185. Most parents like to be involved in the homework, and are interested in how many words their child spelt correctly and which words were mis-spelt.

Children need to be aware that accurate spelling is important for their future. There is no magic wand that can be waved to make them good at spelling. In addition to knowing the letter sounds and alternative spellings thoroughly, a certain amount of dedication and practice is needed.

Spelling 1 – silent



Revision: Revise some of the 42 basic sounds covered in *The Phonics Handbook* and *The Grammar Handbook 1*, by showing flash cards of the letter sounds. For each flash card, the children say the sound. Go through the sounds with alternative spellings.

Main point: Revise 'magic <e>' words, e.g. 'gate', 'bike', 'mole' and 'cube'. Remind the children that the <e> is silent but that it sends magic over the consonant before it, which changes the vowel sound. Explain that there are other letters which can be silent in words, but which do not change any of the sounds. Introduce 'silent ' by writing 'lamb' on the board. Ask the children which of its letters is silent. Write some more 'silent ' words on the board. As a class, read each word, remembering that the is silent. Then read them again, this time pronouncing every sound, so 'thumb' would be /thumb/, for example. This helps the children remember the spelling. With the children, make a list of 'silent ' words. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The plumber's limb is numb from climbing.'

Spelling sheet 1: As a class, read the spelling list and the sentences, without filling in the gaps. Revise the alphabet. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Go over the family words 'mother' and 'father'. For both words the children could use the 'Say it as it sounds' method, pronouncing 'mother' to rhyme with 'bother' and 'father' to rhyme with 'gather'.

Dictation

- | | |
|---------|----------|
| 1. dumb | 4. climb |
| 2. numb | 5. crumb |
| 3. comb | 6. limb |
-
1. The plumber went to fit the taps.
 2. Some crumbs fell on the carpet.
 3. They climb up the steep hill.

Spelling List 1

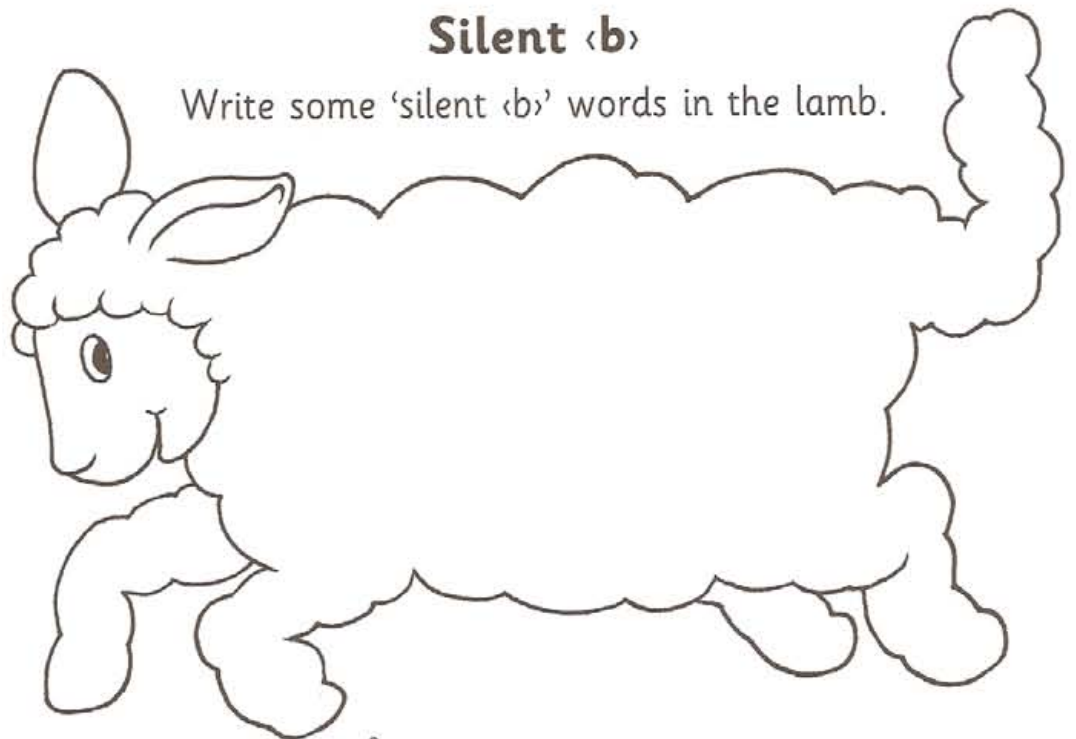
1. shin
2. bench
3. lamb
4. comb
5. thumb
6. crumbs
7. plumber
8. climbing
9. **mother**
10. **father**

Spelling List

Silent

Write some 'silent ' words in the lamb.

1. shin
2. bench
3. lam _
4. com _
5. thum _
6. crum _ s
7. plum _ er
8. clim _ ing
9. mother
10. father



Choose a word from the list to fit each sentence.

1. I _____ my hair every morning.
2. A baby sheep is called a _____.
3. The girls were _____ the tree.
4. There are cake _____ on the table.

mother

_ o _ h _ r
m _ t _ e _
m _ _ h e _

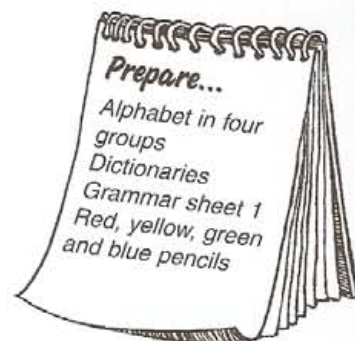
father

_ a _ _ e r
f _ t h _ _
f _ _ h _ _

Write the alphabet in capital and lower-case letters.

A a _____

Grammar 1 – Alphabetical Order (1)



Aim: Develop the children's familiarity with the alphabet, and with the four dictionary groups.

Introduction: Revise the alphabet. Call out a letter and ask which letters come before and after it. Repeat with other letters. Then write groups of three or four letters on the board. With the children, sort them into alphabetical order.

Main point: Remind the children that if a dictionary were divided into four approximately-equal parts, the letters would fall into the following groups:

1. Aa Bb Cc Dd Ee
2. Ff Gg Hh Ii Jj Kk Ll Mm
3. Nn Oo Pp Qq Rr Ss
4. Tt Uu Vv Ww Xx Yy Zz

Revise the four dictionary groups. The children say the alphabet, holding up a finger for each group and pausing between groups. Call out a letter and ask the children which group it belongs to. Repeat with other letters. If possible, give out dictionaries to all the children. Call out a letter and ask the children to try opening the dictionary in the right group for that letter.

Grammar sheet 1: The children write inside the outlined lower-case letters. They use a different coloured pencil for each group: red for group 1, yellow for group 2, green for group 3 and blue for group 4. Then they write the capital letters next to the lower-case ones. Next they put the groups of letters into alphabetical order. Remind them to use capital letters. Finally they read through the words at the bottom of the page, and try looking up each one in the dictionary. When they find a word, they write its page number on the line provided. Make sure that all the words are included in the dictionaries being used, and replace any words that are not. If the dictionaries do not have page numbers, ask the children to write the word which comes after the one they looked up. This ensures that the children really have found the words in their dictionaries.

Extension activity: Write more words on the board for the children to find in their dictionaries.

Rounding off: Go over the sheet, with the class checking their answers.

Alphabetical Order

Use a different colour for each section of the alphabet.
Write the capital letters next to the lower-case letters.



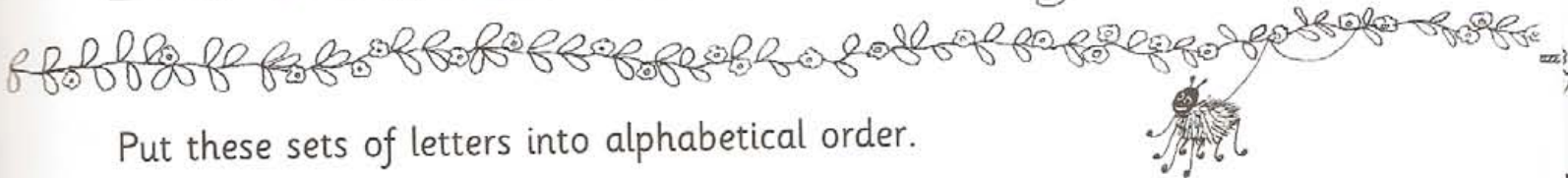
__a__b__c__d__e

__f__g__h__i__j__k__l__m

__n__o__p__q__r__s



__t__u__v__w__x__y__z



Put these sets of letters into alphabetical order.

D A B E

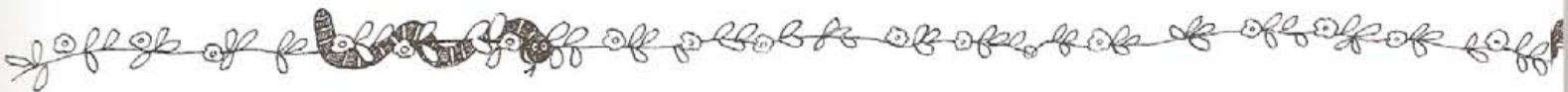
M L K J

U V T W

J H G I

N A M D

P O Z Q



Look up these words in the dictionary. Beside each word, write its page number.

stable _____

ark _____

chess _____

zebra _____

plate _____

kettle _____



Spelling 2 – silent <w>

Revision: Revise some basic sounds. Go through the sounds with alternative spellings.



Main point: Some letters in words are silent. Revise some 'silent ' words. Introduce 'silent <w>' by writing 'wreck' on the board. Read the word to the children and ask what it means. Ask which of its letters is silent. Write some more 'silent <w>' words on the board and read them together. Then read them again, this time pronouncing every sound, so 'wrap' would be /w-rap/, for example. This helps the children remember the spelling. With the children, make a list of 'silent <w>' words. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The wren writes two wrong answers.'

Spelling sheet 2: As a class, read the spelling list and the sentences, without filling in the gaps. Revise how to put words into alphabetical order. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Point out that the /ie/ sound in 'write' is spelt i_e. Go over the family words 'sister' and 'brother'. For 'brother' the children could use the 'Say as it sounds' method, pronouncing it to rhyme with 'bother'. They could also remember that 'Brothers are bother!'

Dictation

- | | |
|----------|----------|
| 1. wrap | 4. two |
| 2. write | 5. wring |
| 3. wren | 6. wreck |

1. The plumber may be wrong.
2. My wrist is numb.
3. The sheep has two lambs.

Spelling List 2

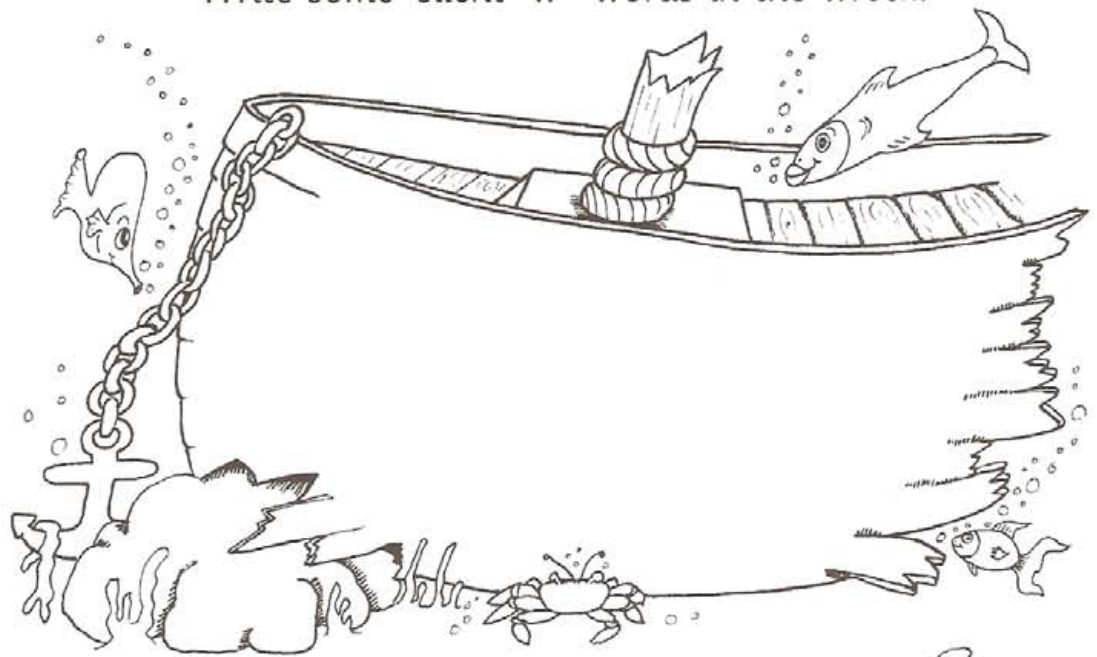
1. chat
2. cash
3. write
4. wrist
5. wreck
6. wrong
7. answer
8. swordfish
9. sister
10. brother

Spelling List

Silent <w>

Write some 'silent <w>' words in the wreck.

1. chat
2. cash
3. _rite
4. _rist
5. _reck
6. _rong
7. ans _er
8. s _ordfish
9. sister
10. brother



Choose a word from the list to fit each sentence.

1. She got the answer _____.
2. Then she got the _____ right.
3. I must _____ to my pen friend.
4. He sprained his _____.

sister

___ s t ___
s i _ t e _
s _ s t e _

brother

b _ _ t h _ r
_ r _ t _ e r
b r _ _ h _ _

Put these words into alphabetical order.

1. clown acrobat tent juggler

2. trumpet flute drum harp oboe





Grammar 2 – Sentence Writing

Aim: Develop the children's understanding of what a sentence is. At this stage, they know that a sentence must make sense, and that it must start with a capital letter and end with a full stop (or question mark).

Introduction: Revise sentences. Ask the children to say the three things they have learnt about sentences. Write some incorrect sentences on the board and correct them with the children.

Examples: the girl played tennis.
 Mum took us to the.
 It is too late to go out

Main point: Look at the picture on the sheet. Go round the class, asking each child for a sentence about the picture. Make sure that the children give only one sentence each. They should not string several sentences together with the words 'and then'.

Grammar sheet 2: The children look at the picture on the sheet. They write as many sentences about it as they can. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

Extension activity: The children read what they have written and make sure that it is correct. They should correct any mistakes they have made. They can do this in a different colour if preferred.

Rounding off: Go over the sheet with the class. Ask some children to share one of their sentences with the rest of the class.

Sentence Writing



Write some sentences about the picture.

Remember that each sentence must make sense, and must start with a capital letter and end with a full stop.

Spelling 3 – silent <k>

Revision: Revise some basic sounds. Go through the sounds with alternative spellings.



Main point: Some letters in words are silent. Revise some 'silent ' and 'silent <w>' words. Introduce 'silent <k>' by writing 'knight' on the board. Read the word to the children and ask what it means. Ask which of its letters is silent. Write some more 'silent <k>' words on the board and read them together. Then read them again, this time pronouncing every sound, so 'knit' would be /k-nit/, for example. This helps the children remember the spelling. With the children, make a list of 'silent <k>' words. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'I know the knitted knight's knees are knocking.'

Spelling sheet 3: As a class, read the spelling list and the sentences, without filling in the gaps. Revise sentences. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Explain that the /oa/ sound in 'know' is spelt <ow>. Point out that the /ie/ sound in 'knight' is spelt <igh>, but that the /ie/ sound in 'penknife' is spelt <i_e>. Go over the family words 'grandma' and 'grandpa'. Remind the children that the /ar/ sound at the end of both words is spelt <a>. Tell the children to emphasise the <d> in both words, to help them remember to write it.

Dictation

- | | |
|----------|----------|
| 1. knee | 4. knit |
| 2. kneel | 5. knock |
| 3. knelt | 6. knife |

1. She knelt to brush up the crumbs.
2. I knocked my knees as I climbed.
3. The knight killed the dragon with a sword.

Spelling List 3

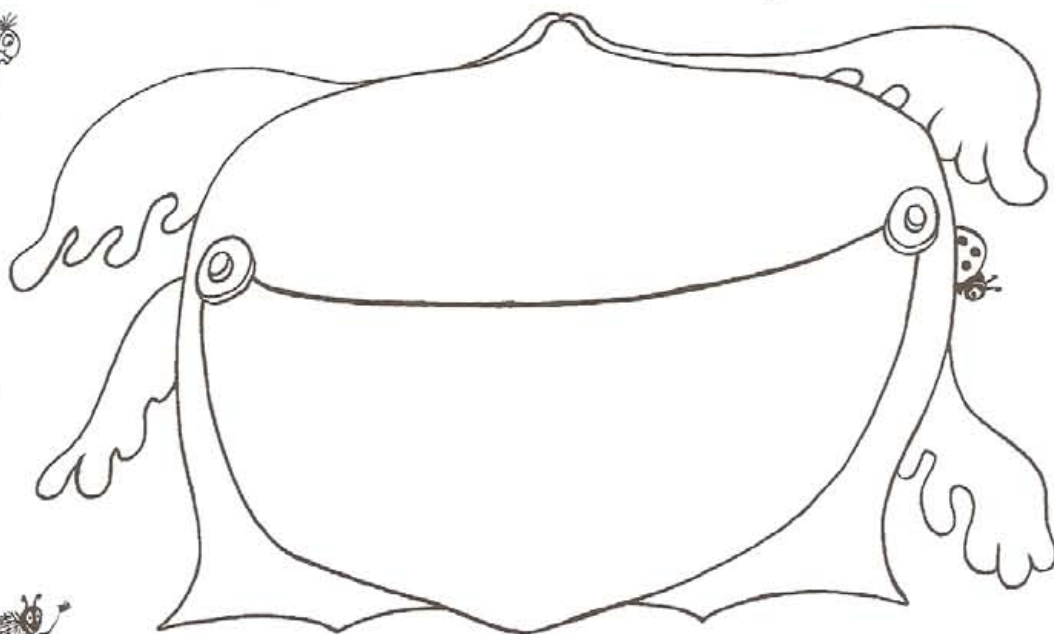
1. song
2. trunk
3. knee
4. knit
5. know
6. knock
7. knight
8. penknife
9. grandma
10. grandpa

Spelling List

1. song
2. trunk
3. _ nee
4. _ nit
5. _ now
6. _ nock
7. _ night
8. pen _ nife
9. grandma
10. grandpa

Silent <k>

Write some 'silent <k>' words in the knight's helmet.



Choose a word from the list to fit each sentence.

1. "Do you _____ the answer?" I asked.
2. The _____ wore shining armour.
3. Grandma will _____ a sweater.
4. Please _____ on the door.

grandma

_ r _ n _ _ a

g _ a _ d m _

g r a _ _ _



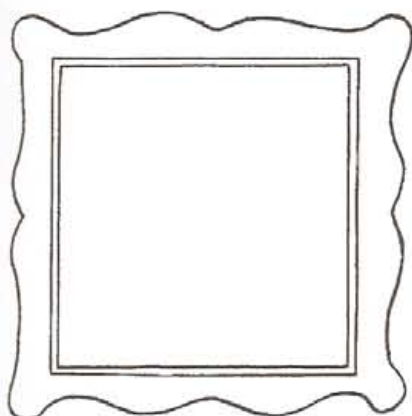
grandpa

_ r _ n d _

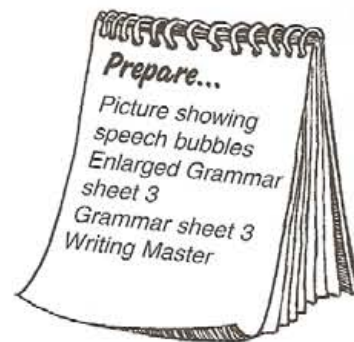
_ _ _ n d p _

g r _ n _ _ a

Write some sentences about one of your grandparents.
Then draw a picture of him or her.



Grammar 3 – Speech Marks



Aim: Develop the children's ability to use speech marks.

Introduction: Show the children a comic or book which uses speech bubbles. Ask what the speech bubbles are for. Choose the words in one of the speech bubbles. Ask the children how they would show that these words were spoken, if they were writing a story. On the board, write the words in a sentence that explains who speaks them. Use speech marks around the words that are actually spoken. Remind the children how to write speech marks and where to position them above the line.

Example:	<i>Words in speech bubble:</i>	<i>Sentence on board:</i>
	I want to go home.	"I want to go home," said Karen.

Main point: Show the children Grammar sheet 3, which can be enlarged, using a photocopier. With the children, read the sentences at the top of the worksheet. Ask where the speech marks should be, to indicate which words were actually spoken. Then look at the picture and ask the children to suggest what each character might say next. Choose one of the suggestions and write it in the appropriate speech bubble.

Grammar sheet 3: The children write inside the outlined speech marks. Then they add speech marks to the sentences. Next they look at the picture, decide what each character says next and write it in the appropriate speech bubble. Finally they write out the words in the speech bubbles, in sentences. Remind the children to explain, in each case, which character is speaking, and to put in the speech marks. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

Extension activity: The children continue the conversation, still using the back of their sheets.

Rounding off: Go over the sheet with the class, checking where the speech marks belong. Ask some of the children to read out what they wrote in the speech bubbles.

“ ”

“ Speech Marks ”

“ ”

Add the speech marks to these sentences.

Hello Snake, said Inky .

We have been looking for you, buzzed Bee .

Sssss, hissed Snake . Well, here I am .

Snake looked at the letter in Inky's hand . Is that for me ? he asked .

Look at the picture. Think what the three friends might say next, and write the words in the speech bubbles.



Now write out the words in the speech bubbles as sentences. Remember to explain who speaks which words, and to include the speech marks.

Spelling 4 – <wh>



Revision: Revise some basic sounds. Go through the sounds with alternative spellings and the new spelling patterns covered so far.

Main point: Revise the <wh> spelling of the /w/ sound. Remind the children that <wh> is used for many question words, including 'what', 'why', 'when', 'where', 'who', 'whose' and 'which'. (It helps the children to remember these words together, although 'who' and 'whose' are slightly different as their <w> is silent and their <h> sounded.) Most words with a /w/ sound take the <w> spelling, but there are a number of exceptions which take <wh>. These need to be learnt. In some regions, <w> and <wh> are pronounced differently, which makes this task easier. With the children, make a list of <wh> words. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The white whale whispered and whistled'.

Spelling sheet 4: As a class, read the spelling list and the sentences, without filling in the gaps. Revise speech marks. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. For 'whistle', tell them to emphasise the <h>, so they remember to write it. Point out that the swallowed /ool/ sound at the end of 'whistle' is spelt <le>. Go over the family words 'aunt' and 'uncle'. The children should practise saying the letter names for 'aunt'. For 'uncle', point out that the /nk/ sound is spelt <nc>, and the swallowed /ool/ sound at the end is spelt <le>.

Dictation

- | | |
|----------|-------------|
| 1. when | 4. which |
| 2. what | 5. why |
| 3. where | 6. whenever |

1. "When will I be seven?" asked Ben.
2. "Which thumb did you knock?" I whispered.
3. "Who wrote about the white lamb?" asked Jill.

Spelling List 4

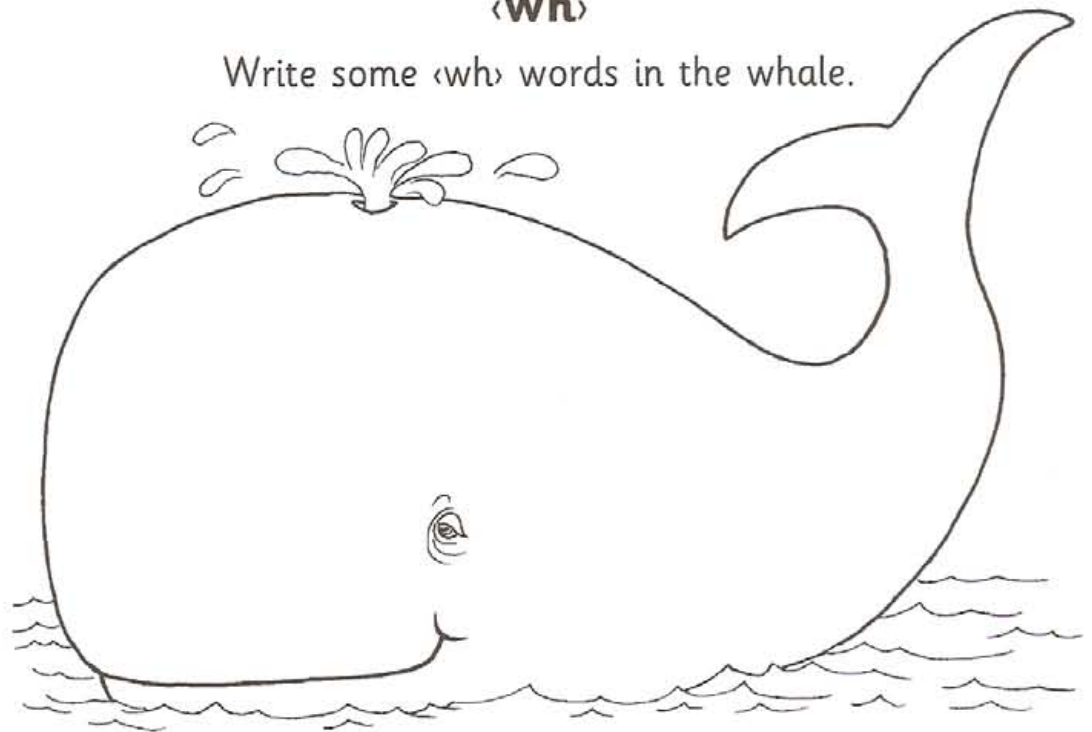
1. this
2. that
3. while
4. wheat
5. whip
6. whistle
7. whiskers
8. whatever
9. aunt
10. uncle

Spelling List

<wh>

Write some <wh> words in the whale.

1. this
2. that
3. ___ ile
4. ___ eat
5. ___ ip
6. ___ istle
7. ___ iskers
8. ___ ate ver
9. aunt
10. uncle



Choose a word from the list to fit each sentence.

1. _____ grows in fields.
2. Becky's cat has white _____.
3. You can wear _____ you like.
4. I blew a _____ to start the race.

aunt

a ___ n ___

___ u ___ t

a ___ t

uncle

u ___ c ___ e

___ n ___ l ___

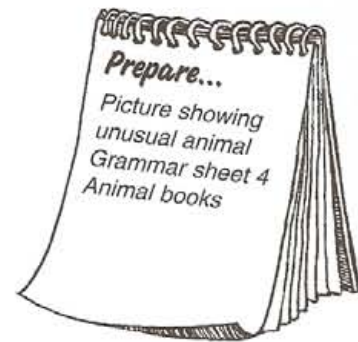
u ___ c ___

Put the speech marks in these sentences.

1. The boy said, I rode my bike.
2. We like to go swimming, said the children.
3. Be careful, warned the policeman.
4. The librarian whispered, Please be quiet.



Grammar 4 – Questions



Aim: Develop the children's understanding of what a question is, and their ability to ask questions.

Introduction: Revise the question words and how to write a question mark. Ask the children for examples of questions starting with each of the words. Play '20 questions' with the children (or '10 questions' if preferred). Ask one of the children to choose an animal, without saying what sort it is. The others need to ask questions to find out as much as possible about the animal, until eventually they guess what it is. All the questions should be answerable with 'Yes', 'No' or 'I don't know'. Make sure the children think carefully about their questions, rather than guessing animal types at random. This is a good activity for any spare moments. Other word categories can also be used.

Main point: Remind the children that questions are usually asked to get information. Show them a picture of an animal that they are unlikely to know much about, such as an armadillo. Encourage the children to ask questions to find out as much as they can about the animal, e.g. 'Where does it live?', 'What does it eat?', 'What colour is it?' and 'How big is it?'.

Grammar sheet 4: The children read the sheet. First they write inside the outlined question marks and words. Then they decide what sort of animal they would like as a pet, and write its name. They explain why, and think of the sort of questions they would need to ask, to find out how to look after it. Remind the children to spell the question words carefully, and to use question marks. Finally the children draw a picture of the pet they would like.

Extension activity: The children look in books about animals, to try to answer their own questions.

Rounding off: Go over the sheet. Ask some children what sort of animal they chose as a pet, and what questions they asked about it.

? ? ?

Questions

? ? ?

what why when where
who whose which how



What kind of animal would you like to have as a pet?



Why?

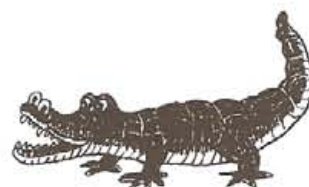


What questions could you ask to find out how to look after it properly?

1. _____
2. _____
3. _____
4. _____



Draw a picture of the pet you would like to have.



Spelling 5 – <ph>



Revision: Revise some basic sounds. Go through the sounds with alternative spellings and the new spelling patterns covered so far.

Main point: Most words with a /f/ sound take the <ff> spelling, but there are a number of exceptions which take <ph>. These need to be learnt. Words which take the <ph> spelling of the /f/ sound are usually derived from Greek. With the children, make a list of <ph> words. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'I photographed the orphan elephant learning the alphabet with the dolphin's nephew.'

Spelling sheet 5: As a class, read the spelling list and the sentences, without filling in the gaps. Revise questions and question marks. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Point out that the /oa/ sound in 'phone' is spelt <o_e>, whereas both /oa/ sounds in 'photo' are spelt <o>. Explain that 'sphere' uses the unusual <e_e> spelling, like 'here'. Go over the family words '**nephew**' and '**niece**'. For 'nephew', point out that the /f/ sound is spelt <ph> and the /ue/ sound is spelt <ew>. The children should practise saying the letter names for 'niece'.

Dictation

- | | |
|-----------|--------------|
| 1. graph | 4. nephew |
| 2. photo | 5. phantom |
| 3. phonic | 6. saxophone |

1. Whales and dolphins live in the sea.
2. I took a photograph of the elephant.
3. We know the alphabet.

Spelling List 5

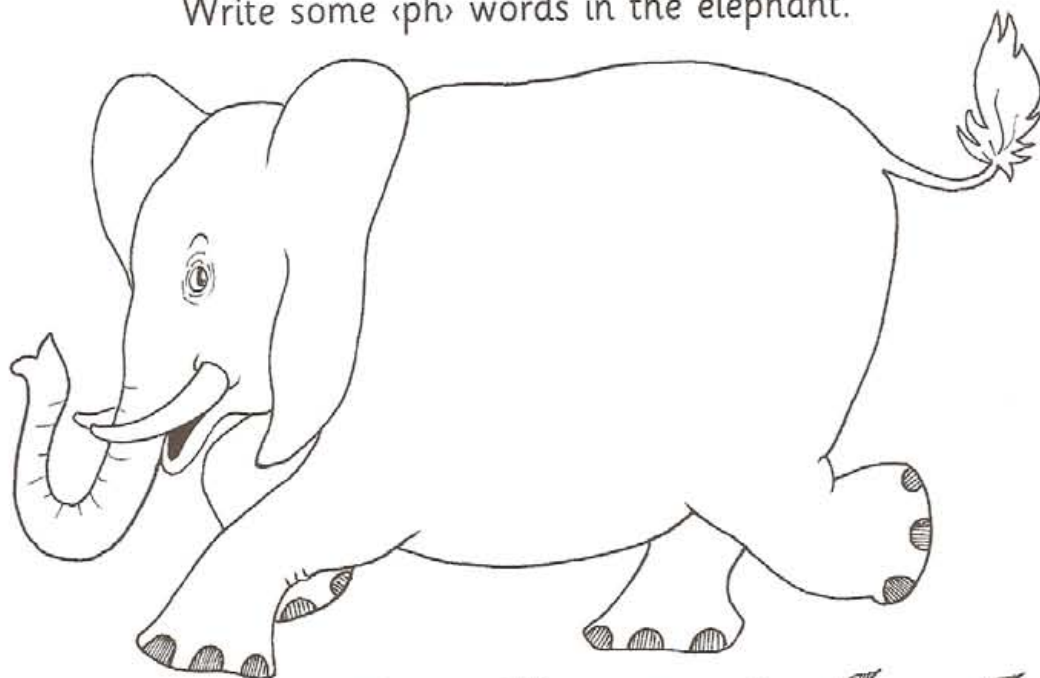
1. club
2. flag
3. phone
4. photo
5. dolphin
6. elephant
7. sphere
8. alphabet
9. **nephew**
10. **niece**

Spelling List

1. club
2. flag
3. _ _ one
4. _ _ oto
5. dol _ _ in
6. ele _ _ ant
7. s _ _ ere
8. al _ _ abet
9. ne _ _ ew
10. niece

<ph>

Write some <ph> words in the elephant.



Choose a word from the list to fit each sentence.

1. This is a _ _ _ _ _ of my baby sister.
2. We can say the _ _ _ _ _.
3. The _ _ _ _ _ swam by the boat.
4. " _ _ _ _ _ me tomorrow," said Tom.

nephew

n _ p _ e _
_ e _ h _ w
n e _ _ e _



niece

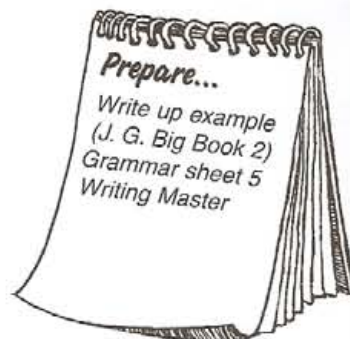
n _ e _ e
n _ _ c _
_ i _ _ e

Finish each sentence correctly, by adding a question mark or a full stop.

1. What time do we have to go to bed
2. An orphan is a child whose mother and father are dead
3. How old is Grandma
4. Whose is this photo album



Grammar 5 – Commas in Lists



Aim: Develop the children's knowledge of what a comma is, and of how to use commas in lists.

Introduction: Revise full stops and question marks. Explain that punctuation is important because it helps us make sense of the words we read. A full stop shows where a sentence ends, which tells us when to pause and helps us make sense of the words. A question mark does this too, as well as showing that a sentence is a question. On the board, write the example sentences without any punctuation. With the children, read the text as it stands, and then add in the full stops and capital letters.

Example: the man sat down on his head was a black hat he was carrying
 an umbrella a briefcase and a newspaper two old ladies were
 sitting opposite him

Main point: Sometimes in the middle of a sentence, where it would be wrong to use a full stop, it is necessary to indicate a short pause. This helps the reader separate one idea from another. For this sort of pause we use a **comma**. Show the children how to write a comma, and where to position it on the line. Explain that we use commas to separate items in a list. Look again at the sentences on the board. Ask the children if they can see where a comma is needed. There should be one between 'an umbrella' and 'a briefcase'. Add it in. Ask the children what they bring to school each morning. Write these items on the board, with a comma after each one. Explain that before the last item on a list a comma is not used, but is replaced by the word 'and'.

Grammar sheet 5: The children read the sheet. They write inside the outlined commas (,). Then they insert commas between the items in the first three lists. Next they write their own lists to complete the sentences below, remembering to use commas and, before the last item, the word 'and'.

Extension activity: Write on the board 'I went shopping and I bought an apple, a boat, a crayon, '. The children complete this 'alphabetical shopping list' by adding one item beginning with each letter of the alphabet, in alphabetical order. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

Rounding off: Go over the sheet with the class, checking where the commas belong. Ask some of the children to read one of their lists.

Commas in Lists

We use commas to separate words in a list. Add commas to these lists.

1. Red orange yellow green blue indigo and violet are the colours of the rainbow.
2. Oak elm holly fir beech apple and chestnut are all trees.
3. On the farm there are cows dogs pigs sheep and chickens.



Make lists to complete these sentences, remembering to use commas and the word 'and'.

The fruit stall sells _____

My friends are called _____

When it rains I wear _____

My favourite games are _____

In the zoo we saw _____

Spelling 6 – <ea> for the /e/ sound

Revision: Revise some basic sounds. Go through the sounds with alternative spellings and the new spelling patterns covered so far.



Main point: Most words with an /e/ sound take the <e> spelling, but there are a number of exceptions which take <ea>. These need to be learnt. With the children, make a list of words which use the <ea> spelling of the /e/ sound. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The deaf head teacher read the heavy leather book at breakfast.'

Spelling sheet 6: As a class, read the spelling list and the sentences, without filling in the gaps. Revise commas and how to use commas in lists. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. For 'treasure', the children could use the 'Say it as it sounds' method, pronouncing the second syllable to rhyme with 'pure'. Go over the family words 'cousin' and 'friend'. For 'cousin', the children could say the letter names to help them remember the spelling. For 'friends', the children could say that 'Friends come on Friday at the end of the week,' since <fri> + <end> = 'friend'!

Dictation

- | | |
|----------|------------|
| 1. deaf | 4. breath |
| 2. dead | 5. feather |
| 3. heavy | 6. leather |

1. An elephant is heavy.
2. I cut bread with my knife.
3. He read the book in one night.

Spelling List 6

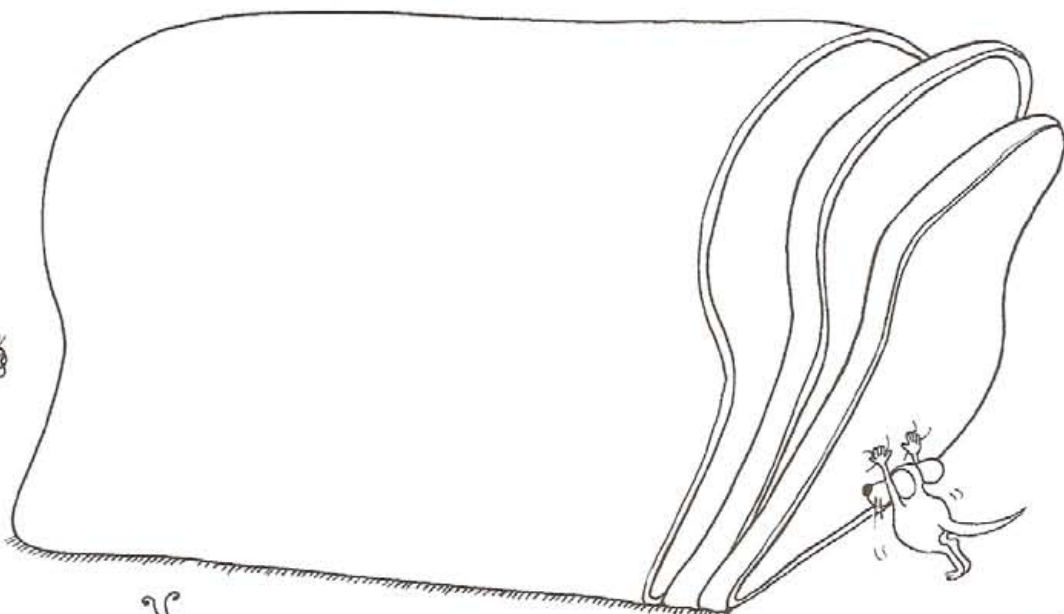
1. glad
2. plum
3. read
4. head
5. bread
6. weather
7. treasure
8. breakfast
9. cousin
10. friend

Spelling List

1. glad
2. plum
3. r _ _ d
4. h _ _ d
5. br _ _ d
6. w _ _ ther
7. tr _ _ sure
8. br _ _ kfast
9. cousin
10. friend

«ea» for the /e/ sound

Write some «ea» words in the loaf of bread.



Choose a word from the list to fit each sentence.

1. The _____ is sunny today.
2. Dad cooks _____ in the morning.
3. She found some buried _____.
4. I have _____ that book already.

cousin

c _ _ u _ _ i _ _

_ _ o _ _ s _ _ n

_ _ _ u s _ _

friend

_ _ _ _ e n d

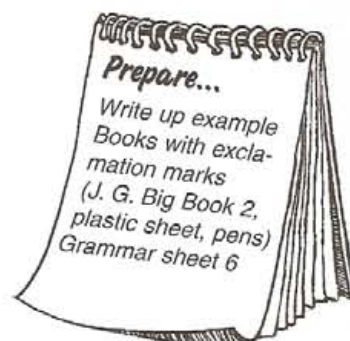
f r i _ _ _

f _ _ i _ _ n _

Add commas to these lists.

1. They went out to buy milk butter cheese and bread.
2. In my garden I grow carrots potatoes tomatoes beans and peas.
3. Squares circles triangles stars and rectangles are all shapes.

Grammar 6 – Exclamation Marks



Aim: Develop the children's knowledge of exclamations, and of when to use exclamation marks.

Introduction: Revise punctuation. Remind the children that punctuation is important because it helps us make sense of the words we read. Revise the punctuation covered so far: full stops, question marks, speech marks and commas in lists. On the board, write a sentence without any punctuation. Punctuate it with the children.

Example: do you need red blue or green paint asked dad

Main point: An **exclamation mark** is used at the end of a sentence instead of a full stop to show that the speaker or writer feels strongly about something. Explain that to exclaim means to cry out suddenly, especially in anger, surprise or pain. Show the children examples of exclamations with exclamation marks, in books. Ask what feelings these exclamations might express. With the children, think up other examples of feelings and situations, and of what these might make someone exclaim.

Examples: Help! How lovely! Oh dear! Ooh! Ouch! That hurt! Oh no! Stop!
Go away! Wow! Gosh! Hello! Police! Great! I can't believe it!

Show the children how to write an exclamation mark. Tell them only to use one exclamation mark at a time, not two or three together, so 'Oh, no!' is correct, whereas 'Oh, no!!!' is wrong.

Grammar sheet 6: The children read the sheet. Discuss with them what each character is feeling and what they might exclaim. The children write inside the outlined exclamation marks. Then they decide what each character is exclaiming. They write this in the appropriate speech bubble, with an exclamation mark. Then they read the sentences at the bottom of the sheet and insert the missing punctuation marks in the boxes provided.

Extension activity: The children think of other words or phrases that someone might exclaim. They draw a face with a speech bubble for each idea. They write each exclamation in a speech bubble with an exclamation mark after it.

Rounding off: Go over the sheet with the class. Ask some of the children to read their exclamations. Go over the sentences at the bottom of the sheet, checking which punctuation mark belongs in each box.

Exclamation Marks

An exclamation mark shows that the person speaking or writing feels strongly about something.

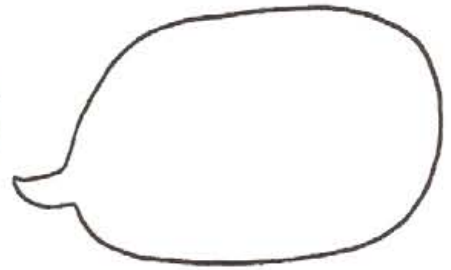


What might you exclaim if you had these strong feelings?

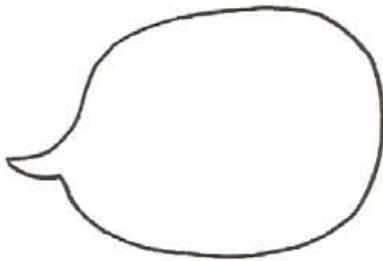
angry



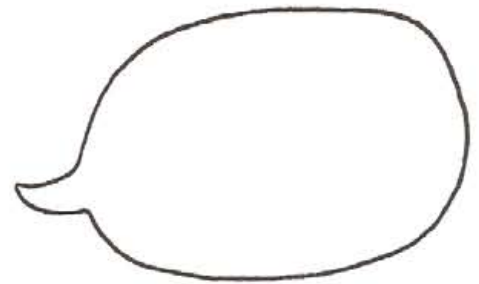
happy



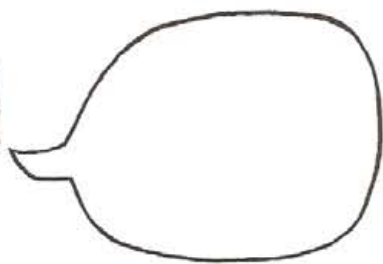
surprised



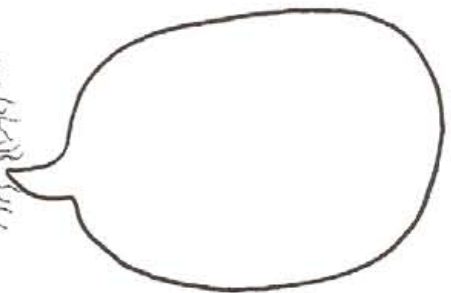
afraid



upset



hurt



! “ ” Fill in the missing punctuation marks. “ ” ! .

1. Stop shouted the policeman
2. Tina went outside Brr It is freezing she said
3. Brilliant That is just what I wanted exclaimed Seth

Spelling 7 – soft <c>



Revision: Revise the sounds with alternative spellings. As the children give the alternative spellings for each sound, write them on the board, e.g. <ai>, <ay> and <a_e>. Revise the new spelling patterns covered so far.

Main point: Introduce 'soft <c>'. Explain that when the letter <c> is followed by the vowels <e>, <i> or <y>, its sound is usually changed from /k/ to /s/, as in 'ice', 'city' and 'cycle'. With the children, make a list of 'soft <c>' words. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The circus mice danced twice in a circle.'

Spelling sheet 7: As a class, read the spelling list and the sentences, without filling in the gaps. Revise exclamation marks and the other punctuation covered so far: full stops, question marks, speech marks and commas in lists. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. For 'circle', point out that the /er/ sound is spelt <ir> and that the swallowed /ool/ sound is spelt <de>. Explain that the /ee/ sound in 'police' is spelt <i_e>. Go over the month words 'January' and 'February'. Explain that both words have a 'toughy <y>' at the end. Tell the children to pronounce each syllable carefully to help them remember the spelling, i.e. 'Jan-u-ar-y' and 'Feb-ru-ar-y'.

Dictation

- | | |
|----------|-----------|
| 1. mice | 4. place |
| 2. face | 5. twice |
| 3. slice | 6. pencil |
-
1. They danced in a circle.
 2. My aunt and uncle took me to the circus.
 3. The police found the stolen treasure.

Spelling List 7

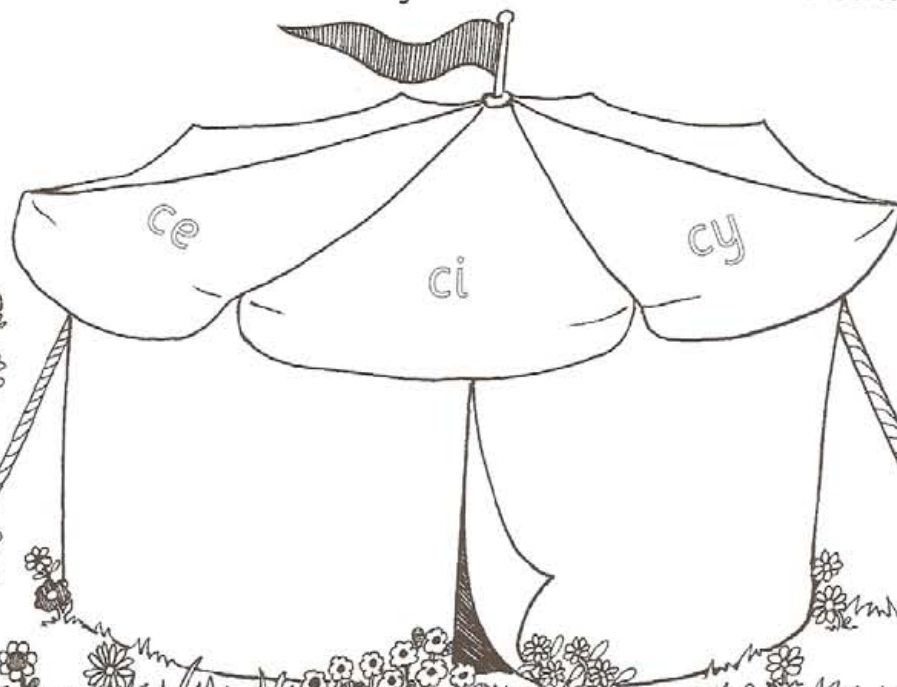
1. mill
2. tell
3. ice
4. dance
5. city
6. circle
7. police
8. cylinder
9. **January**
10. **February**

Spelling List

1. mill
2. tell
3. i _ e
4. dan _ e
5. _ ity
6. _ ircle
7. poli _ e
8. _ ylinder
9. January
10. February

Soft <c> for the /s/ sound

Write some soft <c> words in the circus tent.



Choose a word from the list to fit each sentence.

1. A _____ is a tube shape.
2. I ate a vanilla _____ cream.
3. The _____ arrested the robber.
4. We _____ to the music.

January

_ a _ u _ _ y

J _ n _ _ r _

_ a _ _ a _ _

February

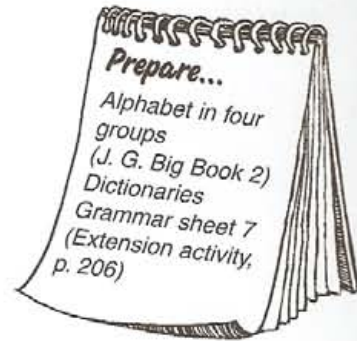
_ e _ _ u _ _ y

F _ _ r _ a _ _

_ _ b _ _ _ r _

., ! ? " " Fill in the missing punctuation marks. " " ? ! , .

☐ Stop thief ☐ ☐ shouted the man ☐ ☐ Call the police ☐ ☐
 The police arrived quickly ☐ ☐ What has been taken ☐ ☐ asked
 the policeman ☐
☐ The thief stole two rings ☐ a watch ☐ a pair of earrings and a
 necklace, ☐ the man explained ☐



Grammar 7 – Alphabetical Order (2)

Aim: Develop the children's ability to put words into alphabetical order. Teach them that it may be necessary to look at the second letter of a word, to distinguish it from other words with the same first letter. This will improve their ability to find words in the dictionary.

Introduction: Revise the alphabet in the four dictionary groups. Call out a letter. Ask which letters come before and after it, and which group it belongs to. Repeat with other letters. Call out a letter and ask the children to try to open the dictionary in approximately the right place, e.g. for the letter 'b' they should open it near the beginning. Repeat with other letters.

Main point: The children should already be able to put words into alphabetical order if each word begins with a different letter. Write the example words on the board. With the children, put them into alphabetical order.

Example: crab, starfish, octopus, shell, fish

Explain that since 'starfish' and 'shell' both begin with the letter 's', we need to look at the letters which come next in order to put them into alphabetical order. The second letters of the two words are 't' and 'h' respectively. As 'h' comes before 't' in the alphabet, the word 'shell' comes before 'starfish'. Try some more examples on the board. Only two words are needed in each case.

Examples: boat, bike
purple, pink
horse, hedgehog

Grammar sheet 7: The children fill in the missing letters in the dictionary groups at the top of the sheet. Remind them to use capital letters. Then they put the words in each group into alphabetical order. The first group is the easiest as all the words begin with different letters. Each group is progressively harder, the last two consisting only of words beginning with the same letter.

Extension activity: The children put pairs of words into alphabetical order, using the extension activity on page 206.

Rounding off: Go over the sheet, with the class checking that their words are in the right order. Then go over the extension activity, with the class checking which word comes first in each pair.

Alphabetical Order



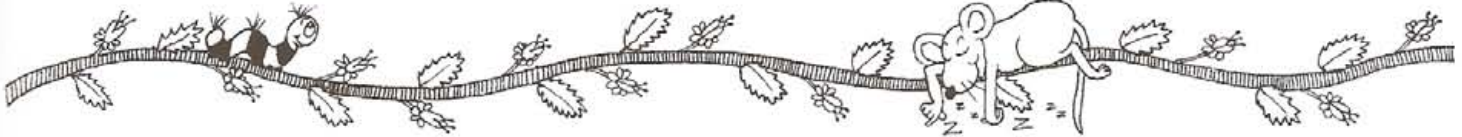
Fill in the missing letters.

1. A _ _ C _ _ _

2. F G _ _ I J _ _ _ M

3. N _ _ _ Q _ _ S

4. T _ _ _ W _ _ _ _



Put these words into alphabetical order. If more than one word starts with the same letter, look at the next letter in each word.

1. rabbit hamster dog cat

2. swing bat bike toy

3. Tyrone Sam Ted Billy Tom

4. avocado peach apple orange plum

5. chin clap cake cut coat crayon

6. stop scar skin second sack shell

Spelling 8 – soft <g>



Revision: Revise the sounds with alternative spellings. As the children give the alternative spellings for each sound, write them on the board, e.g. <ai>, <ay> and <a_e>. Revise the new spelling patterns covered so far.

Main point: Revise 'soft <c>'. Introduce 'soft <g>'. Explain that when the letter <g> is followed by the vowels <e>, <i> or <y>, its sound is usually changed from /g/ to /j/, as in 'cabbage', 'giant' and 'gymnast'. With the children, make a list of 'soft <g>' words. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The dangerous giant made large magic cabbages and oranges.'

Spelling sheet 8: As a class, read the spelling list and the sentences, without filling in the gaps. Revise how to put words into alphabetical order by looking at the second letter. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Point out that the /i/ sound in 'orange' is spelt <a>, and that 'vegetable' ends with the word 'table'. Go over the month words 'March' and 'April'. For 'April', the children could use the 'Say it as it sounds' method, pronouncing the first syllable to rhyme with 'tap'.

Dictation

- | | |
|----------|-----------|
| 1. gem | 4. margin |
| 2. germ | 5. giant |
| 3. large | 6. urgent |
-
1. Oranges grow on trees.
 2. Leave a wide margin on the page.
 3. There are large gems on the old sword.

Spelling List 8

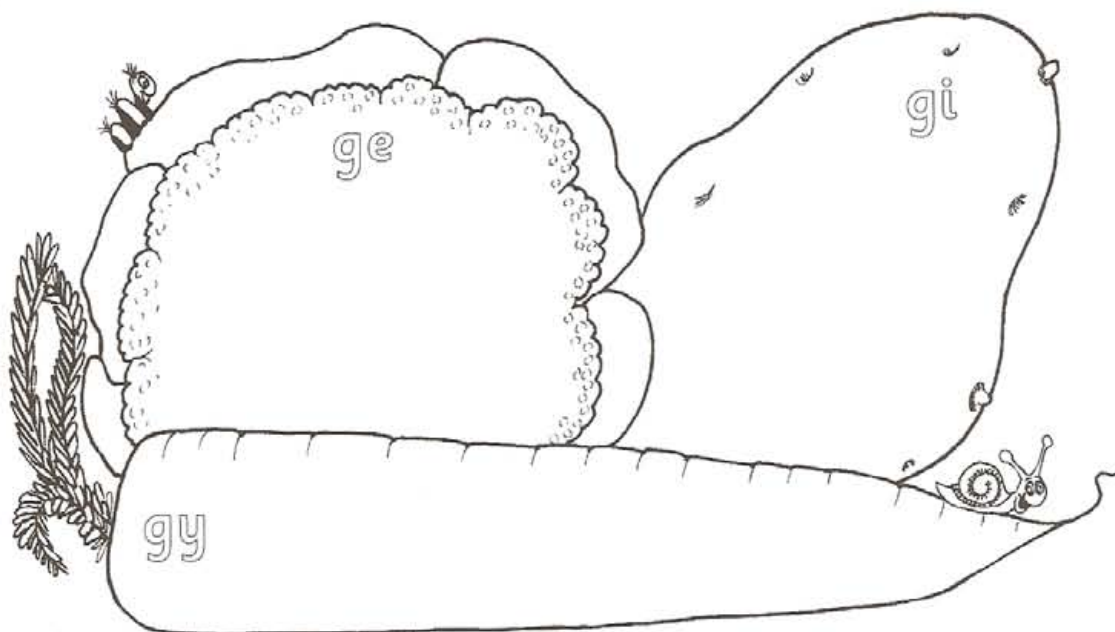
1. miss
2. cross
3. giant
4. magic
5. large
6. danger
7. orange
8. vegetable
9. March
10. April

Spelling List

- miss
- cross
- __iant
- ma__ic
- lar__e
- dan__er
- oran__e
- ve__etable
- March
- April

Soft <g> for the /j/ sound

Write some soft <g> words in the vegetables.



Choose a word from the list to fit each sentence.

- I ate a bowl of _____ soup.
- Then I drank a glass of _____ juice.
- Be careful! You are in _____.
- The wizard cast a _____ spell.

March

__ a __ c __

M __ r __ h

M __ c __

April

__ p __ l

A __ r i __

__ p __ i __

Draw a ring around the word that would come first in the dictionary.

amber

acorn

gander

grammar

raft

rook

vowel

vixen

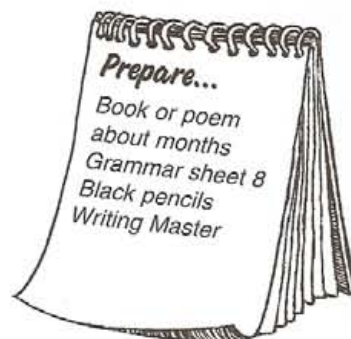
elk

expel

penguin

plural

Grammar 8 – Proper Nouns



Aim: Develop the children's understanding of proper nouns.

Introduction: Revise nouns. Revise proper nouns, with the action. Proper nouns are the names given to particular people and places. Remind the children that because proper nouns are special they always start with a capital letter.

Main point: Explain that the names of months and days of the week are proper nouns, so they need capital letters. Revise the names and the order of the months. With the children, read and discuss a book or poem about the months. Revise the spelling of each month. Remind the children that they have already learnt the first four months in their spelling lists. They will learn the others in the next few weeks.

Grammar sheet 8: The children write inside the outlined words, *Proper Nouns*, using a black pencil. Then they write the names of the months in calendar order under the calendar picture frames, remembering to start each one with a capital letter. The children draw a picture for each month when they have finished.

Extension activity: The children either write a sentence for each month, or they write the months in alphabetical order. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

Rounding off: Ask some children to show their work and read out any sentences they have written.

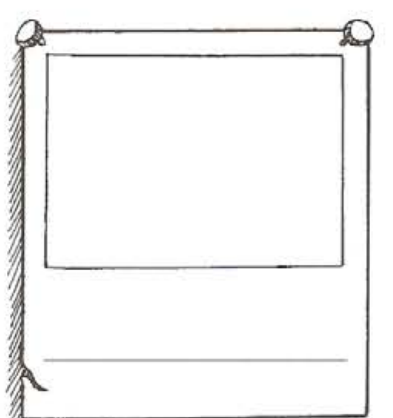
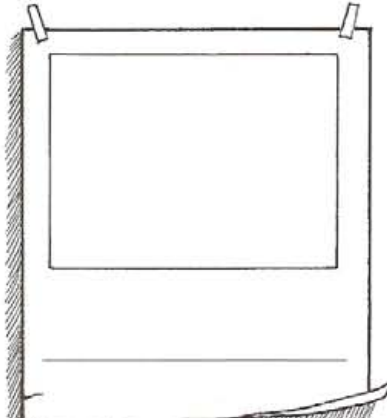
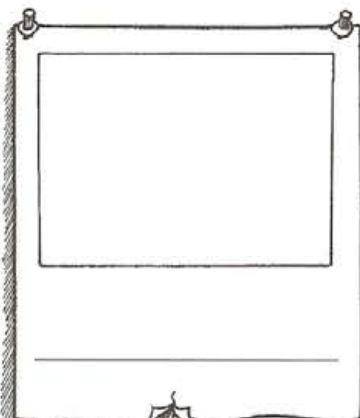
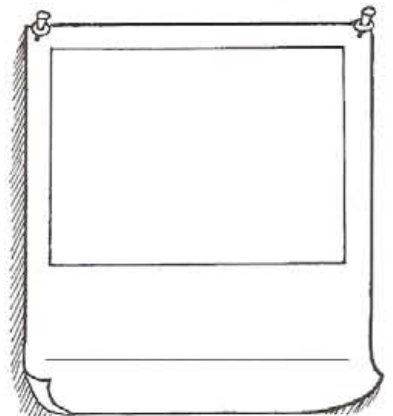
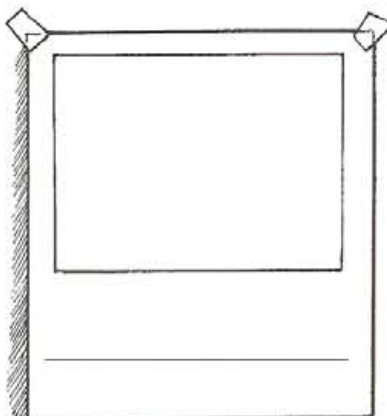
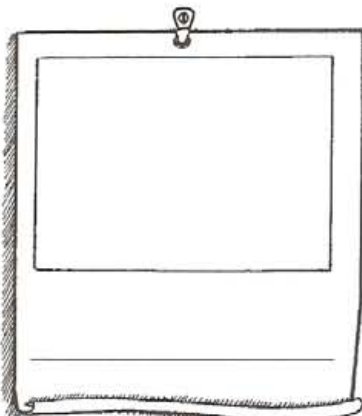
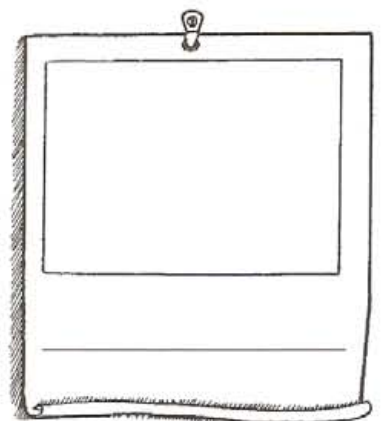
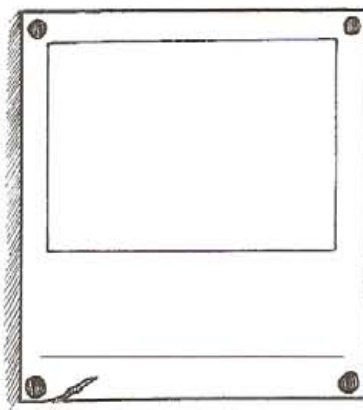
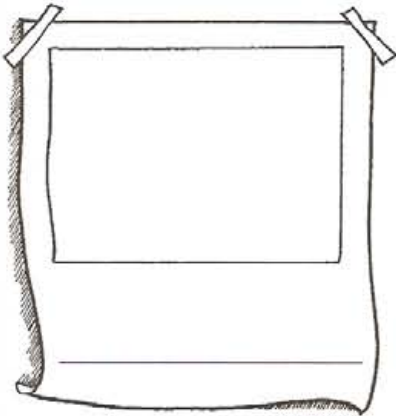
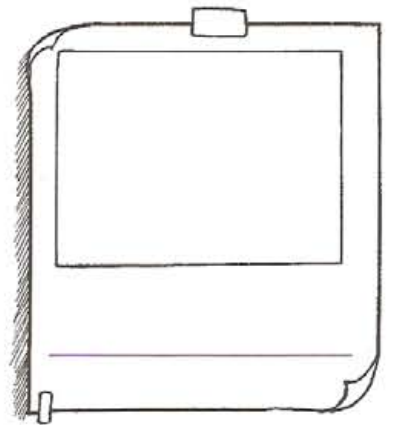
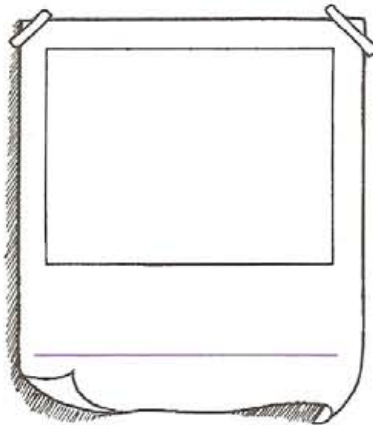
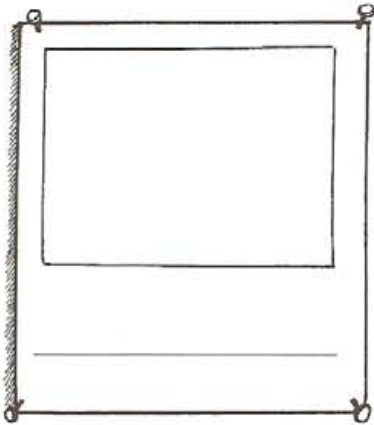


Action: The action for a proper noun is to touch one's forehead with the index and middle fingers.

Colour: The colour for nouns is black.

Proper Nouns Black

The names of the months are proper nouns. Write them in order under the calendar picture frames below, remembering to start each one with a capital letter. Then draw a picture for each month.



Spelling 9 – <wa> for the /wo/ sound



Revision: Revise the sounds with alternative spellings. As the children give the alternative spellings for each sound, write them on the board, e.g. <ai>, <ay> and <a_e>. Revise the new spelling patterns covered so far.

Main point: Some words with a /wo/ sound take the <wo> spelling, but there are many which take <wa>. These need to be learnt. With the children, make a list of words which use the <wa> spelling of the /wo/ sound. To help them remember the words, the children could try making up silly sentences, using as many of the words as possible, e.g. 'The waddling swan was watching the wasp washing.'

Spelling sheet 9: As a class, read the spelling list and the sentences, without filling in the gaps. Revise the difference between proper and common nouns. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Tell them to emphasise the <w> in 'watch', to help them remember to write it. Point out that the /oa/ sound in 'swallow' is spelt <ow>. Go over the month words 'May' and 'June'. Point out that the /ai/ sound in 'May' is spelt <ay> and the /oo/ sound in 'June' is spelt <a_e>.

Dictation

- | | |
|---------|-----------|
| 1. wasp | 4. wallet |
| 2. wash | 5. wallow |
| 3. wand | 6. swamp |

1. A wasp stung me on the thumb.
2. The wizard waved his magic wand.
3. The swan was made of ice.

Spelling List 9

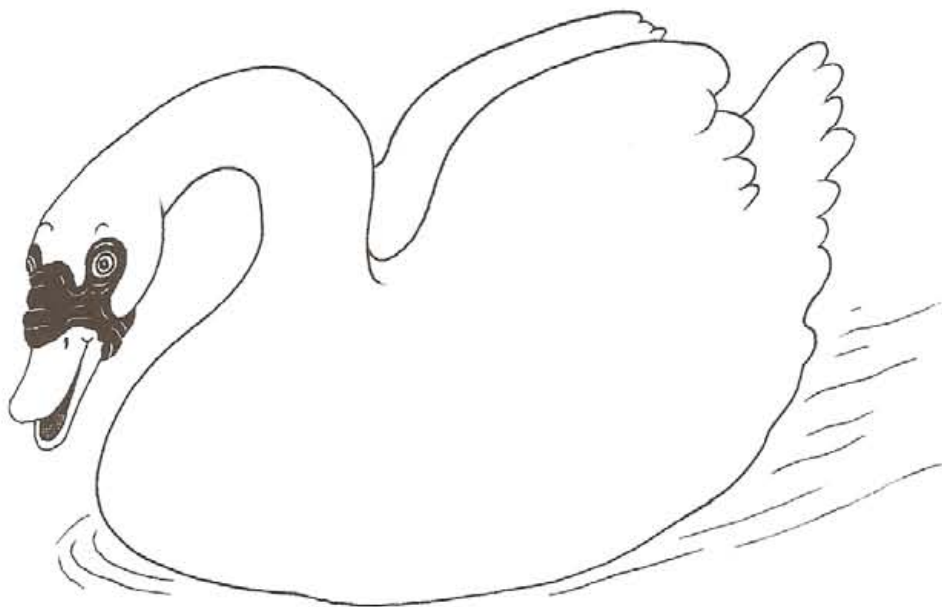
1. luck
2. click
3. was
4. wash
5. wasp
6. swan
7. watch
8. swallow
9. May
10. June

Spelling List

1. luck
2. click
3. ___ s
4. ___ sh
5. ___ sp
6. s ___ n
7. ___ tch
8. s ___ llow
9. May
10. June

«wa» for the /wo/ sound

Write some «wa» words in the swan.



Choose a word from the list to fit each sentence.

1. My _____ says two o'clock.
2. She was stung by a _____.
3. We must _____ our hands.
4. A _____ is a big, white bird.

May

___ a ___

M ___ y



June

___ u ___ e

J ___ n ___

___ n ___



Read these nouns, and give each proper noun a capital letter.



england

michael

mrs swan

monday

wand

chair

pig

fire

september

inky

flower

new zealand

mr brown

house

watch

hannah



Grammar 9 – Adjectives

Aim: Develop the children's understanding of adjectives. Encourage them to think about using adjectives when writing descriptions.



Introduction: Revise proper nouns, common nouns and **adjectives**. An adjective is a word which describes a noun (or pronoun). Write some nouns on the board and ask the children for adjectives to describe them. Find a passage with examples of adjectives in a book, or write the example passage on the board. Read it to the class, with the children identifying the adjectives.

Example: Ricky was **glad** to take off his **sweaty** shoes, although the sand was **hot** for his **bare** feet. He ran to paddle in the **cool**, **green** water. A **big** wave made his shorts **wet**, so it was **lucky** that they were already **old** and **ragged**.

Main point: Talk about the planets. Explain that the names of the planets are proper nouns, so they need capital letters. Talk about aliens and ask the children to think of adjectives that might describe them. Remind the children that colours are adjectives. Ask them for adjectives to describe an alien's texture, like 'scaly', 'smooth', 'slimy', 'lumpy' or 'wrinkled'. Then ask the children to think of other ways they might describe an alien. For example, they might describe its age as 'old' or 'young', its face as 'friendly' or 'fierce' and its mood as 'happy', 'angry' or 'sad'.

Grammar sheet 9: The children write inside the outlined word, **Adjectives**, using a blue pencil. They choose a planet and write its name on the line at the top. Then they imagine an alien and write an adjective to describe it in each box. Their first adjective can describe it in any way they choose. Their second should describe the texture of its body and their third the colour of its legs and feet. Next the children each draw and colour an alien to fit their adjectives. Their sheets are divided into sections with dotted lines. Make sure the children draw the alien's head in the top section, its body in the middle and its legs and feet at the bottom.

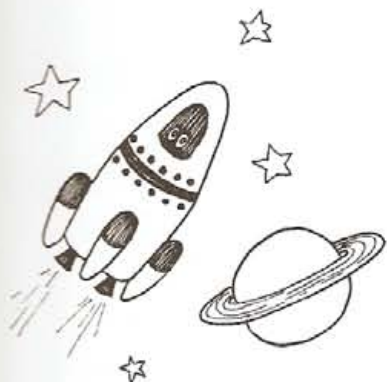
Extension activity: The children write a description of their alien. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for them to write on. The finished sheets can also be put together and stapled at the side, to make a class book. Alternatively, the children can each complete several sheets and make individual books. The books can be divided into three sections by cutting along the dotted lines, taking care to leave the stapled edge intact. Now the sections can be turned over like separate pages, to show different sorts of aliens.

Rounding off: If the children have written descriptions, ask some of them to read their work. If they have made a class book or individual books, ask some children to read their adjectives and show the different aliens they can make.



Action: Touch side of temple with fist.

Colour: The colour for adjectives is blue.



Adjectives Blue

Choose a name for a planet,
and write it on the line.



Think of an alien and write an adjective to describe it in each box.
Then draw the alien in three sections.

head

(any adjective)

body

(texture adjective)

feet

(colour adjective)

Spelling 10 – <ou> for the /u/ sound



Revision: Revise the sounds with alternative spellings. As the children give the alternative spellings for each sound, write them on the board, e.g. <ai>, <ay> and <a_e>. Revise the new spelling patterns covered so far.

Main point: Most words with an /u/ sound take the <u> spelling, but there are a number of exceptions which take <ou>. These need to be learnt. With the children, make a list of words which use the <ou> spelling of the /u/ sound. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The young couple were double trouble for their country cousins.'

Spelling sheet 10: As a class, read the spelling list and the sentences, without filling in the gaps. Revise adjectives. Point out that an adjective does not have to be next to the noun it is describing. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Point out that the swallowed /ool/ sound at the end of both 'double' and 'trouble' is spelt <le>. Explain that there is a 'toughy <y>' at the end of 'country'. Go over the month words 'July' and 'August'. The children should practise saying the letter names for 'July'. Point out that the /or/ sound in 'August' is spelt <au>.

Dictation

- | | |
|------------|-------------|
| 1. touch | 4. cousin |
| 2. young | 5. nourish |
| 3. trouble | 6. flourish |
-
1. My cousins live in the country.
 2. I ate a couple of slices of bread.
 3. He watched the young whale swim over the wreck.

Spelling List 10

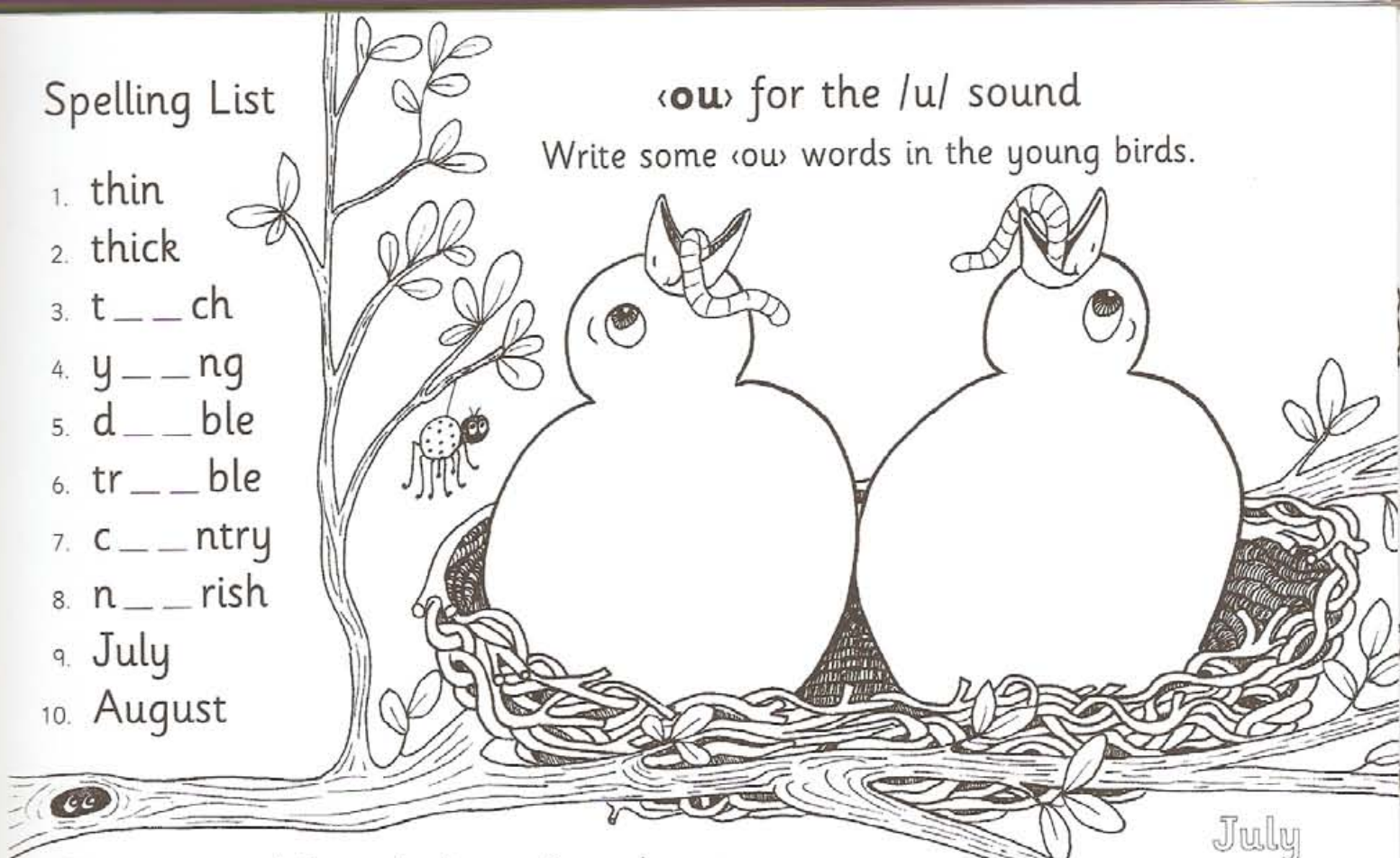
1. thin
2. thick
3. touch
4. young
5. double
6. trouble
7. country
8. nourish
9. July
10. August

Spelling List

1. thin
2. thick
3. t _ _ ch
4. y _ _ ng
5. d _ _ ble
6. tr _ _ ble
7. c _ _ ntry
8. n _ _ rish
9. July
10. August

⟨ou⟩ for the /u/ sound

Write some ⟨ou⟩ words in the young birds.



Choose a word from the list to fit each sentence.

1. Is he from the town or the _____?
2. A kitten is a _____ cat.
3. Oh dear! We shall be in _____.
4. The oven is hot! Do not _____ it.

July

_____ u _____ y
J _____ l _____
_____ u _____



August

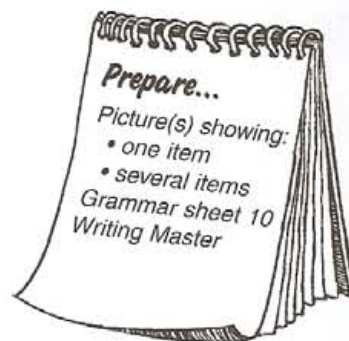
A _____ u _____ t
_____ u _____ t
_____ g _____ s _____



Write an adjective in each space. Then underline each adjective in blue.

1. I have a _____ dog with a _____ bark.
2. The _____, _____ child played football.
3. The tree was _____ and _____.
4. My hair is _____ and my eyes are _____.

Grammar 10 – Plurals: <-s> and <-es>



Aim: Develop the children's understanding of plurals.
Revise the plural endings <-s> and <-es>.

Introduction: Revise the concepts of singular and plural. Look at pictures showing items both singly and in groups. The children decide whether each picture shows the singular or the plural.

Main point: Remind the children that the simplest way of making a plural is by adding an <-s> to the end of a noun. Ask if they can remember another ending that can be added to a noun to give its plural. Revise how to add <-es>. Words ending in <sh>, <ch> for the /ch/ sound, <s> and <x> make the plural by adding <-es>. Ask the children for examples of nouns that end with these sounds. Practise making plurals for the nouns they suggest.

Grammar sheet 10: The children draw more pictures in the boxes to make each item plural. Then they write the appropriate plural noun underneath each box. Next they look at the pictures in the second exercise. They write the noun for each picture, remembering that if it shows more than one item, they must add <-s> or <-es> to make the plural.

Extension activity: The children write a sentence containing each of the nouns on the sheet, first in singular and then in plural form. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

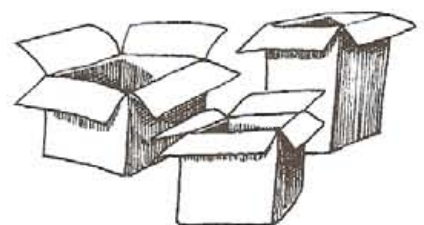
Rounding off: Go over the sheet with the class, checking which nouns need the <-es> ending to form the plural, and which of the words in the second section are singular and which plural. Ask some of the children who wrote sentences to share them with the class.

Plurals – <-s> and <-es>

Draw more of each to make the pictures show plurals. Write the plural nouns underneath.



Write the word for each picture.



Spelling 11 – <air>



Revision: Revise the sounds with alternative spellings. As the children give the alternative spellings for each sound, write them on the board, e.g. <ai>, <ay> and <a_e>. Revise the new spelling patterns covered so far.

Main point: Introduce the <air> spelling of the /air/ sound. This sound is new to the children since, as it is relatively unusual, it was not included in *The Phonics Handbook*. The main ways of writing the /air/ sound are <air>, <are> and <ear>. The <are> and <ear> spellings will be covered later. With the children, make a list of words which use the <air> spelling of the /air/ sound. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The airy fairy chair flew down the stairs.'

Spelling sheet 11: As a class, read the spelling list and the sentences, without filling in the gaps. Revise plurals, and the plural endings <-s> and <-es>. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Go over the month words 'September' and 'October'. Tell the children to pronounce each syllable carefully to help them remember the spelling, i.e. 'Sep-tem-ber' and 'Oc-to-ber'.

Dictation

- | | |
|----------|-----------|
| 1. fair | 4. dairy |
| 2. pair | 5. fairy |
| 3. stair | 6. repair |
-
1. The place was hot and airless.
 2. "That is unfair!" cried the boy.
 3. My young cousin has orange hair.

Spelling List 11

1. cliff
2. off
3. air
4. hair
5. pair
6. stair
7. chair
8. hairbrush
9. September
10. October

Spelling List

<air> for the /air/ sound

Write some <air> words in the hair.

1. cliff
2. off
3. ____
4. h ____
5. p ____
6. st ____
7. ch ____
8. h ____ brush
9. September
10. October

Choose a word from the list to fit each sentence.

1. Her balloon floated up in the ____.
2. I brush my ____ with a ____.
3. The baby sits on a high ____.
4. He has a new ____ of shoes.

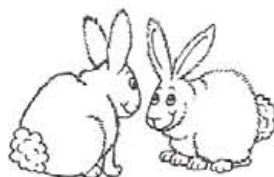
September

_e_t_m_e_
S_p_e_b_r
____t____e_

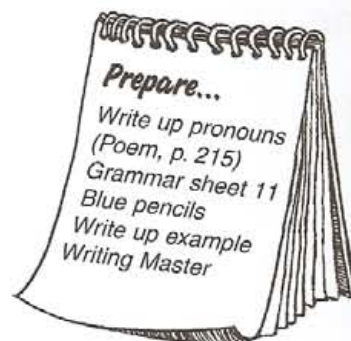
October

_c_o_e_
O_t_b_r
____o____

Give the plural for each of these nouns by adding <-s> or <-es>.



Grammar 11 – Possessive Adjectives



Aim: Develop the children's understanding of possessive adjectives. A possessive adjective describes a noun, by saying whose it is.

Introduction: Revise adjectives. Adjectives are words that describe nouns (or pronouns). Revise the personal pronouns: 'I', 'you', 'he', 'she', 'it', 'we', 'you' and 'they'. Remind the children that the first 'you' is singular, and the second plural.

Main point: Write the personal pronouns ('I', 'you', 'he', 'she', 'it', 'we', 'you' and 'they') as a list on the board. Explain that a **possessive adjective** describes a noun by saying who it belongs to. There is one possessive adjective for each personal pronoun. Ask the children to think what the possessive adjective might be for each personal pronoun on the board. Next to the personal pronouns, write the possessive adjectives: 'my', 'your', 'his', 'her', 'its', 'our', 'your' and 'their'. The Possessive Adjective Poem on page 215 may be enlarged, using a photocopier. Read it with the children. Explain that the possessive adjective 'its' never has an apostrophe between the letters 't' and 's'. Tell the children to emphasise the /ou/ sound in 'our', to avoid confusing it with 'are'. 'Their' sounds the same as 'there' but has a different meaning, so the children must be careful to choose the correct spelling for the word they mean.

Grammar sheet 11: The children write inside the outlined words, using a blue pencil. They match up each personal pronoun with its possessive adjective. Then they choose the right possessive adjective to complete each sentence. Finally they think of a different noun for each of the possessive adjectives.

Extension activity: On the board, write a passage with lots of possessive adjectives.

Example: Ben's friend, Sarah, came to visit. She brought her colouring books and pencils.

"Your books have lovely pictures in them," said Ben.

"This is my favourite book," replied Sarah. "If we share our coloured pencils, we will have plenty of colours for that picture."

Ben fetched his coloured pencils. He took them out of their box.

The children copy the passage onto the back of their sheets, and then underline the possessive adjectives in blue. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

Rounding off: Go over the sheet, with the class checking their answers.



Action: Touch side of temple with fist.

Colour: The colour for adjectives is blue.

Possessive Adjectives Blue

Match each pronoun to its possessive adjective.



I •

you •

he •

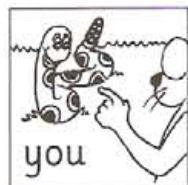
she •

it •

we •

you •

they •



• **her**  Blue

• **their**

• **its**

• **my**

• **your**

• **his**

• **our**

• **your**



Choose the right possessive adjective for each sentence.

They put on _____ coats.

I put on _____ coat.

He puts on _____ coat.

We put on _____ coats.

She puts on _____ coat.

You put on _____ coat.

You put on _____ coats.

Choose a noun for each possessive adjective.

my _____

your _____

his _____

her _____

its _____

our _____

your _____

their _____

Spelling 12 – <ch> for the /k/ sound



Revision: Revise the sounds with alternative spellings. As the children give the alternative spellings for each sound, write them on the board, e.g. <ai>, <ay> and <a_e>. Revise the new spelling patterns covered so far.

Main point: Although <ch> normally makes a /ch/ sound, as in 'chop', in some words it makes a /k/ sound instead. Most words with a /k/ sound take the <k>, <c> or <ck> spellings, but there are a number of exceptions which take <ch>. Words which take the <ch> spelling of the /k/ sound are usually derived from Greek. These need to be learnt. With the children, make a list of words which use the <ch> spelling of the /k/ sound. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The orchestra echoed the choir's Christmas chorus.'

Spelling sheet 12: As a class, read the spelling list and the sentences, without filling in the gaps. Revise possessive adjectives. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Point out that the /oa/ sound in 'echo' is spelt <o> and the /u/ sound in 'stomach' is spelt <u>. The children should practise saying the letter names for 'choir'. Go over the month words 'November' and 'December'. Tell the children to pronounce each syllable carefully to help them remember the spelling, i.e. 'No-vem-ber' and 'De-cem-ber'. Point out that the /s/ sound in 'December' is spelt with a 'soft <c>'.

Dictation

- | | |
|-----------|--------------|
| 1. chord | 4. chemist |
| 2. chorus | 5. orchestra |
| 3. echo | 6. character |

1. The orchestra played chords.
2. Our cousin is a mechanic.
3. The choir boy had fair hair.

Spelling List 12

1. buzz
2. fizz
3. echo
4. choir
5. chemist
6. stomach
7. Christmas
8. character
9. **November**
10. **December**